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NOVA SCOTIA TEACHERS UNION

VOLUME 53, NUMBER 8

JUNE 2015

Teachers debate issues for safe, inclusive classrooms at NSTU's

94th Annual Council

Some 258 voting delegates to the 94th Annual Council of the Nova Scotia Teachers Union debated resolutions dealing with issues ranging from ensuring safe schools, and providing appropriate staffing; adequate resources for students with special needs and diverse classrooms, appropriate time to implement report card changes, and providing appropriate professional development for new initiatives.

"We hope we see more opportunity for collaboration with the Department of Education and Early Childhood Development, to give our input and guidance to ensure that our perspectives are included in upcoming changes to the education system," says NSTU president Shelley Morse.

The Minister's Action Plan states that the current model of inclusive education needs improvement and suggests that a needs-based model of service delivery will be developed. "We are looking to government to ensure that there are the appropriate levels of learning centre teachers in place at each school to meet the needs of students who have severe cognitive, and or social-behavioural deficits."





From May 8 to 10, 66 resolutions were debated. Ensuring that classrooms and school buildings are safe and can be secured in times of emergency was also a focus of debate. "Some of our teachers are working in buildings where they can't even secure classroom doors for lockdowns," says Morse.

Teacher leaders throughout the province also passed a motion to lobby government to provide regional reception and intake centres for newcomer students coming into the Nova Scotia educational system. "Many school age students and families moving to Nova Scotia from other countries arrive in our schools with no transition or preparation," says Morse. "It's critical that all families have equitable access to registration and assessment services for their children."

Heather Smith, president-elect of the Canadian Teachers' Federation and former president of the New Brunswick Teachers' Federation addressed delegates on Saturday, May 9. Current second vice-president and provincial executive member for Digby-Yarmouth, Wally Fiander, was elected as NSTU's first vice-president for a two-year term. Fiander is a science teacher at Yarmouth Consolidated Memorial High School.

Wally Fiander Elected First VP



Wally Fiander was elected first vice-president of Nova Scotia Teachers Union during Annual Council on May 9. Fiander is a Yarmouth native and proud member of the Yarmouth Local and is currently a science teacher at Yarmouth Memorial Consolidated High School. He has held NSTU positions including president of the Yarmouth Local, Tri-County RRC chair and numerous executive positions for his Local. Provincially he has served as second vice-president, provincial executive member (2011-2015) and chair of both the personnel and appeals committees as well as being a member of other provincial committees. With two decades of union activism Fiander is

excited to provide his valuable knowledge and insight to his first vice-president portfolio in continuing to work for improved working conditions for NSTU members. He defeated Grant Frost from Halifax County to win the position. Fiander began his two-year term as NSTU's first vice-president following Annual Council 2015.

New Provincial Executive Members

NSTU president Shelley Morse introduced nine newly elected provincial executive members at Annual Council on May 10. They are: Darlene Bereta (Northside-Victoria) replacing Jacinta Gracie's seat; Nancy Doyle (Pictou) replacing Cindy MacKinnon; Thèrése Forsythe, (Annapolis-Hants West-Kings) who is replacing the retiring Belinda Snow; Damian Hall (Community College) replacing Joe Salah; Susan Lariviére-Jenkins (CSANE) replacing Ian Comeau; Hope Lemoine (Cumberland) replacing the seat vacated by Pat Hillier; and Ron MacIntosh (Cape Breton Industrial) replacing John Helle. Lori MacKinnon and Colleen Scott were elected to represent the newly formed region Digby-Shelburne-Yarmouth; MacKinnon for a two-year term and Scott for a one-year term. They attended the June 5 provincial executive meeting and will attend the annual provincial executive planning conference in July before their official term begins on August 1. Both Tim MacLeod (Halifax County) and Keri Butler (Halifax City) were re-elected for a second two-year term.





Back row from left to right are: Shelley Morse, Darlene Bereta, Damian Hall, Colleen Scott, Hope Lemoine and Ron MacIntosh. Front row: Nancy Doyle, Susan Lariviére-Jenkins, Lori MacKinnon, and Thèrése Forsythe.





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NSSAF's Celebration of School Sport

The NSTU was once again a proud table sponsor for this year's Celebration of School Sport, organized by the Nova Scotia School Athletic Foundation (NSSAF), held at the World Trade and Convention Centre in Halifax on May 1. NSSAF encourages a friendly and harmonious relationship among secondary schools of Nova Scotia through the promotion of athletic activities that contribute to the objectives of secondary education.



Left to right: Jackie Ashford Ray, NSSAF Chair of the Board of Governors; Ginny Sampson, vice-principal at Glace Bay High School; Stephen MacNeil, vice-principal at Glace Bay High and an NSSAF Highland board member; NSTU president Shelley Morse; Dave Morton, Northeast Kings Education Centre; and Ken Fells, principal of Cole Harbour District High School.

MacPherson receives accolades at CAPTO

conference

Outgoing NSTU first vicepresident Alison MacPherson was recognized for her term on the Canadian Teachers' Federation (CTF) Board of Directors, at the Council of Atlantic Provinces Teacher Organizations (CAPTO) Annual General Meeting. MacPherson, who is retiring at the end of this school year, served as NSTU's first vice-president for the past



two years, was an NSTU CTF delegate and served on the NSTU provincial executive. The CAPTO meeting took place in Ottawa from May 3 to 5 and was hosted by the Nunavut

Teachers' Association and took place at the Canadian Teachers' Federation's offices.

The Council of Atlantic Provinces' Teacher

Organizations is composed of representatives of the New Brunswick Teachers' Association, Newfoundland and Labrador Teachers' Association, Nova Scotia Teachers Union, Nunavut Teachers' Association and Prince Edward Island Teachers' Federation. CAPTO regularly holds joint meetings to formulate policy and discuss issues facing public education.

MacPherson is shown with CTF president Diane Woloschuk

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Staff Appointment:

New Counsellor for Member Assistance Program



The NSTU welcomes Counsellor Sandra Murray, who replaces the recently retired Fran Reddy Chisholm, to the Member Assistance Program team effective June 1.

Murray is a Registered Counselling Therapist (RCT-C) with Nova Scotia College of Counselling Therapists and has a BEd from University of New Brunswick, a career development certificate from Concordia University, as well as a Masters in Counselling Psychology from Yorkville University. Over the past 25 years she has developed a rural literacy centre, mentoring programs for youth and delivered numerous workshops on topics such as Workplace Bullying, Social and Emotional Implications of Retirement, Grief Process of Job Loss, and psychoeducational material to assist individuals dealing with

addictions, along with one-on-one individual counselling sessions.

She has worked primarily with adults, youth, families, couples, and groups. Murray applies client-centered, co-therapy, narrative, solution-focused therapeutic approaches to such concerns as addictions, grief counselling, defining healthy vs unhealthy relationships, self-esteem (self-worth), anxieties, depression, workplace stress, life stages and transitioning, anger, and conflict resolution.

Prior to joining the staff at the NSTU, Murray was a private practitioner with Harmony Health Centre in Bridgewater. She also worked for Ledgehill Addictions Recovery Treatment Centre as Program Director/Lead Counsellor.

She is pleased to bring her skills and experience together to assist NSTU members in the province.

CSANE Local signs agreement with CSAP



On May 8, NSTU president Shelley Morse officially signed a new contract for NSTU

members of the CSANE (Conseil syndical Acadian de la Nouvelle-Écosse) Local who

work for the Conseil Scolaire Acadien Provincial (CSAP). The tentative agreement was

ratified by members of the Local on February 19, 2015. The new agreement runs from

May 7, 2015 to July 31, 2017. The CSANE Local is comprised of over 400 members

serving students in 22 schools across Nova Scotia. The CSANE Local negotiating

team was comprised of Stacy Samson president of CSANE's Greenwood sub local and vice-president of economic welfare for the CSANE Local; Virgine Latour, president of the Dartmouth sub local; Ian LeBlanc, CSANE Local president; provincial executive member Ian Comeau; and executive staff officer Janine Kerr. Shown with Morse signing the agreement is Normand DeCelles, Directeur des ressources humaines (Director of Human Resources) for the CSAP, along with Stacy Samson.

Community College Local executive

Members of the Community College Local executive attended the annual FAPSC (Faculty and Professional Support Conference) at the Truro Campus from May 28-30. From left to right: Local president Ferne MacLennan (faculty, Kingstec Campus); VP Economic Welfare Ann Windsor Hall (professional support, Pictou Campus); treasurer Melanie Sampson (faculty, Strait Campus); secretary Sandy Dyke (faculty, Kingstec Campus); Barbara Gillis (faculty, Burridge Campus); provincial executive representative Louis Robitaille (faculty, Lunenburg Campus); VP Professional Development Ron Robichaud



(faculty, Waterfront Campus); member-at-large Peggy Joiner (faculty, Truro Campus); VP Economic Welfare Damian Hall (faculty, Pictou Campus); and provincial executive representative Joe Salah (faculty, Cumberland Campus).

New Minas Elementary School wins MAJESTA Trees of Knowledge Outdoor Classroom



New Minas Elementary School (NMES) will soon have its own outdoor classroom thanks to efforts from students, staff and families. The NMES community was in high gear mobilizing over the last few months to be chosen as the next MAJESTA Trees of Knowledge school and its efforts paid off. Through online votes, NMES secured the top spot in MAJESTA Trees of Knowledge contest, and will receive a \$20,000 prize for building an outdoor classroom.

"Thanks to all for supporting our quest to win the outdoor classroom contest," says principal Eric Trahan. "We could not have done it without you!"

To create support for their project, the NMES school community developed an online video (https://youtu.be/OCzShcesUME), wrote songs, hosted community rallies, and shared their ideas via social media and news outlets. "I'm so proud of our school for this achievement," adds Trahan.

MAJESTA Trees of Knowledge, in partnership with Focus on Forests and Tree Canada is a national program that encourages students to learn and appreciate trees and the environment with an emphasis on how actions contribute to a sustainable future. The benefits of having students get outdoors help foster an environmental ethic, improve wellness and enhance learning. The NMES outdoor classroom will help ensure that students get an important interaction with the natural world.

For more information on MAJESTA Trees of Knowledge Contest visit: majestatreesofknowledge.ca

Inverness Local School & Media Tour

NSTU president Shelley Morse met with members of the Inverness Local and visited schools and met with local media on May 21 and 22.



From left to right: VP Economic Welfare Robert Lelièvre; Teachers Make a Difference award winner Shawn Whitty; VP professional development Lianna Gillis; chair of resolutions Lynette Rankin; treasurer Darlene MacLellan; provincial executive member Sheila Hawley; Local president Angela Deagle; secretary AnnMarie Lelièvre; Richmond Local president Phil Samson and NSTU president Shelley Morse. Jill Burton, vice-president communications is missing from the photo.

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from the nstu president

Report to Council 2015

(Excerpt from Shelley Morse's Address to Council 2015.)

Life as a teacher in Canada has become unmanageable for the masses. Workload demands have become impractical in Nova Scotia. We see new initiatives added each year with few tasks being removed. The demands we are now facing are overwhelming and decrease quality time for family or extra-curricular activities for students. Exhausted teachers do not perform at an optimum level. Year after year we are expected to do more and more with considerably less. We need to change that narrative, and the culture of expectations, in part by having less testing and less outcome-based learning to create more time for critical thinking, creativity, and reflection. Despite our efforts to inform our employer of the unrealistic demands we face, we are rarely listened to or believed.

To this end, the NSTU commissioned a research study with Saint Mary's University. The study will investigate the demands on teachers' time in relation to doing work-related tasks each day, both in school and at home. As we so often hear, teachers working conditions are students learning conditions. To provide the best possible education, teacher workload must be manageable and reasonable. This research will reflect a "day reconstruction" detailing daily activities for a period of time. The results will represent a picture of the numerous hours teachers devote to education at all hours of the day.

Since 2008 attacks on unions have become more prevalent and this opposition creates an avenue for groups to instigate anti-union initiatives. Governments with their neo-liberal agendas, and members of the right-wing think tanks have all joined the fray in an effort to diminish our importance in the workforce. We must stand united and work together to ensure fairness, justice and respect for teachers everywhere.

We have a long history of standing together, uniting, and rallying when the chips are down. Other teacher organizations in Canada have been tested in recent years and have shown what solidarity can accomplish.

The public needs to be reminded that unions are good for the economy. Actually the public can thank unions for weekends, holiday pay, breaks at work, medical benefits and health care insurance, pension plans, sick leave, OH&S, workplace safety standards, sexual harassment laws, privacy rights, pregnancy and parental leaves, public education for students, and the right to strike!

Teachers enter the profession because of a passion and love of teaching and learning; although less than one-third of teachers in the world feel our profession is valued in society. This is appalling. Research shows that in countries where teachers are respected and seen as important, student performance is higher. It would be enlightening to see this happen in Nova Scotia.

We need to ensure that teacher professionalism is not damaged. It's time for the provincial focus to be on teacher recognition through improved working conditions and employer promotion of the significant work teachers do each day for students and learning.

That is one of the reasons the NSTU has continued with the *Teachers Make a Difference* program. This year 310 NSTU members were recognized through 401 nominations from students and parents. The congratulatory letters sent to members has made an impact to those receiving them. Many say it reminds them of the reasons they continue to do what they do. One of this year's recipients said that for him: "It is very important that teachers are recognized for what they do. Appreciation expressed through recognition confirms that our work is valued."

While many are feeling deflated because of negative media reports this year public opinion is not as bad as we might think. In a recent survey in Nova Scotia it was determined that in terms of the level of trust and confidence that respondents had in various educational bodies—including the NSTU and the Department, teachers in the public education system ranked as number one. You garnered the most trust and confidence from Nova Scotians. Two-thirds of respondents believe teachers are doing a good job educating students, and 84 per cent hold a favourable opinion of public school teachers.

So while we may feel that our spirits are being broken, many Nova Scotians have confidence in you, believe you are doing a great job, and hold you in high regard. I know you are proud of your profession, and proud of your Union, and love what you do.

Rapport à l'AGA du Conseil 2015

(Extrait du discours de Shelley Morse à l'AGA du Conseil 2015)

La vie d'enseignant au Canada est devenue ingérable pour la plupart. En Nouvelle-Écosse, les exigences de la charge de travail sont devenues impraticables. Chaque année, de nouvelles initiatives sont ajoutées alors que peu de tâches sont supprimées. Les exigences auxquelles nous sommes aujourd'hui confrontés sont écrasantes et réduisent le temps de qualité consacré à la famille ou aux activités parascolaires des élèves. Les enseignants épuisés ne fonctionnent pas à leur niveau optimal. Année après année, nous sommes appelés à faire plus de travail avec beaucoup moins de ressources. Nous devons changer ce scénario et la culture des attentes, en partie en réduisant les tests et le nombre de résultats d'apprentissage pour créer plus de temps pour la pensée critique, la créativité et la réflexion. En dépit de nos efforts pour informer notre employeur des exigences irréalistes auxquelles nous faisons face, nous sommes rarement écoutés et rarement crus.

À cette fin, le NSTU a commandé une étude de recherche à l'Université Saint Mary's. Cette étude examinera les contraintes de temps des enseignants en liaison avec les tâches liées chaque jour au travail, aussi bien à l'école qu'à la maison. Comme nous l'entendons dire si souvent, les conditions de travail des enseignants sont les conditions d'apprentissage des élèves. Afin d'offrir la meilleure éducation possible, la charge de travail des enseignants doit être gérable et raisonnable. Cette recherche fera la « reconstruction d'une journée » en détaillant les activités quotidiennes durant les différentes périodes de cette journée. Les résultats fourniront une image des nombreuses heures que les enseignants consacrent à l'éducation à toute heure du jour.

Depuis 2008, les attaques contre les syndicats sont devenues plus courantes, et cette opposition crée une occasion pour certains groupes d'initier des initiatives antisyndicales. Les gouvernements, avec leur programme néo-libéral, et les membres des groupes de réflexion de droite, sont tous entrés dans la mêlée dans le but de réduire notre importance parmi la population active. Nous devons rester unis et travailler ensemble pour assurer partout l'équité, la justice et le respect pour les enseignants.

Nous avons une longue tradition de rassemblement, d'union et de ralliement dans les moments critiques. D'autres organisations d'enseignants au Canada ont été mises à l'épreuve au cours des dernières années et ont démontré ce que peut accomplir la solidarité.

Il est nécessaire de rappeler au public que les syndicats sont utiles à l'économie. En fait, le public peut remercier les syndicats pour les fins de semaine, les congés payés, les pauses au travail, les prestations médicales et l'assurance-maladie, les régimes de retraite, les congés maladie, la SST, les normes de sécurité au travail, les lois contre le harcèlement sexuel, les droits de protection des renseignements personnels, les congés de maternité et les congés parentaux, l'enseignement public pour les élèves et le droit de grève!

Les enseignants choisissent cette profession en raison de leur intérêt et de leur passion pour l'enseignement et l'apprentissage, bien que moins d'un tiers des enseignants dans le monde aient le sentiment que leur profession est valorisée dans la société. Ceci est épouvantable. La recherche montre que, dans les pays où les enseignants sont respectés et jugés importants, la performance des élèves est plus élevée. Il serait édifiant de voir cela se produire en Nouvelle-Écosse.

Nous devons veiller à ce que le professionnalisme des enseignants ne se détériore pas. Il est temps que la province mette l'accent sur la reconnaissance des enseignants par le biais de l'amélioration des conditions de travail et de la valorisation par l'employeur du travail considérable que font chaque jour les enseignants en faveur des élèves et de l'apprentissage.

C'est l'une des raisons pour lesquelles le NSTU a poursuivi le programme appelé Les enseignants font toute la différence. Cette année, 310 membres du NSTU ont été honorés par le biais de 401 nominations par des élèves et des parents. Les lettres de félicitations envoyées à ces membres ont un impact sur ceux qui les reçoivent. Beaucoup disent que cela leur rappelle les raisons pour lesquelles ils continuent à faire ce qu'ils font. L'une des personnes nommées cette année a déclaré : « Il est très important que les enseignants soient reconnus pour ce qu'ils font. L'appréciation exprimée par la reconnaissance confirme que notre travail est valorisé. »

Alors que beaucoup se sentent découragés en raison des commentaires négatifs dans les médias cette année, l'opinion publique n'est pas aussi hostile que nous pouvons le penser. Un récent sondage en Nouvelle-Écosse a révélé qu'en ce qui concerne le degré de confiance des répondants à l'égard de diverses instances éducatives – y compris le NSTU et le ministère, les enseignants du système d'enseignement public étaient au premier rang. Vous avez gagné, plus que quiconque, la confiance des Néo-Écossais. Deux-tiers des personnes interrogées pensent que les enseignants font du bon travail en matière d'éducation des élèves et 84 % ont une opinion favorable des enseignants des écoles publiques.

Ainsi, bien que vous puissiez avoir le sentiment qu'on vous brise le moral, beaucoup de Néo-Écossais ont confiance en vous, pensent que vous faites un excellent travail et vous tiennent en haute estime. Je sais que vous êtes fiers de votre profession et fiers de votre syndicat et que vous aimez ce que vous faites.

2015 Disposition of Annual Council Resolutions

Governance

2015-1

BE IT RESOLVED THAT the NSTU include a Restorative (Relational) Approach philosophy when conducting meetings.

(Cape Breton District)

Adopted

BE IT RESOLVED THAT By-Law, Article IV 7. be revised to read:

The Provincial Executive at its first regular a meeting following Annual Council shall appoint committees of the NSTU as it from time to time is authorized to do by the Council and such other special committees as it may find useful or necessary. All such committees shall report to the Executive.

(Provincial Executive)

Adopted

BE IT RESOLVED THAT Standing Order 15. (a) be revised to read:

At a meeting fFollowing Annual Council, the Provincial Executive shall appoint such committees as it deems necessary to carry out the NSTU programs. (Provincial Executive)

2015-4 Adopted

BE IT RESOLVED THAT Policy #13. Provincial Executive Committees, (d) (i) be revised

At the first a meeting of the Provincial Executive following Annual Council, a Nominating Committee of five (5) Executive members is to be appointed to prepare a slate of members to serve on various committees of the NSTU.

(Provincial Executive)

2015-5 Adopted

BE IT RESOLVED THAT By-Law Article V. 2. c. (i) be revised to read:

2 (c) (i) The Second Vice-President and Secretary-Treasurer shall be elected by the Provincial Executive at a meeting following Annual Council from amongst those individuals who will be or will continue to be Regional, Community College and CSANE members of the Provincial Executive on August 1st of that year.

(Provincial Executive)

BE IT RESOLVED THAT By-Law Article V 2. d. (i) be revised to read:

2. (d) (i) The Second Vice-President and Secretary-Treasurer shall take office effective August 1st of the year of their election.

(Provincial Executive)

Defeated as Amended

BE IT RESOLVED THAT By-Law, Article IV – The Provincial Executive, 2. Governance, (g) be revised as follows:

A Provincial Executive member who becomes ill and is unable to attend regular meetings of the Provincial Executive shall be represented immediately by an alternate a Local President or RRC Chair selected by the Local(s) involved, at the discretion of the NSTU President and the Executive Director and The alternate member shall may have all rights and privileges of the duly elected Provincial Executive member during the time of incapacity.

The amended By-Law would read:

A Provincial Executive member who is unable to attend regular meetings of the Provincial Executive shall be represented by a Local President or RRC Chair selected by the Local(s) involved. The alternate member shall have all rights and privileges of the duly elected Provincial Executive member during the time of incapacity. (Provincial Executive)

2015-8

BE IT RESOLVED THAT Standing Order 4 (e) be revised by changing the words 'Report of Activities' to 'Annual Council Workbook' and 'shall be in the hands of the delegates' to 'shall be available to all Council delegates' to read:

(e) The Report of Activities Annual Council Workbook shall be in the hands of the delegates shall be available to all Council delegates at least fourteen days prior to Annual Council.

(Provincial Executive)

2015-9

BE IT RESOLVED THAT Standing Order 10 (a) Composition of the Provincial Executive be revised to read:

Members of the NSTU teaching in the following regions shall elect twenty-one members to the Executive subject to the following conditions:

(Provincial Executive)

2015-10 Adopted

BE IT RESOLVED THAT Standing Order 12 (b) be revised to read:

(b) The minutes of every meeting of the Executive or the minutes as corrected, when approved, shall be signed by the Secretary-Treasurer and by the President, or in his/her absence by the Chair of the meeting at which they are approved and shall be kept by the Executive Director as the official record of the Executive proceedings and posted to the NSTU website (NSTU web account log-in required).

(Provincial Executive)

2015-11 Defeated

BE IT RESOLVED THAT an audio or video recording of the open portions of NSTU Provincial Executive meetings be made available for all members to listen/watch on the secure portion of the NSTU website.

(CSANE)

2015-12 Defeated

BE IT RESOLVED THAT the NSTU Provincial Executive meetings be held on Saturdays rather than Fridays in order to allow more members the opportunity to attend the meetings as observers.

(CSANE)

Costed

2015-13 Adopted

BE IT RESOLVED THAT NSTU central office will match what each Local spends on Member Engagement Day activities up to a maximum of \$500.00 each year. (Dartmouth)

2015-14

BE IT RESOLVED THAT the NSTU re-hire and maintain a third full-time NSTU counsellor to help members and their families.

2015-15 Defeated

BE IT RESOLVED THAT the NSTU provide the necessary funding to allow each Local President the opportunity to attend one Provincial Executive meeting each year as an

(Dartmouth)

2015-16

BE IT RESOLVED THAT By-Law, Article IV 1. Definition be revised by adding the words "one member elected by all the members of the APSEA local". The revised By-Law

ARTICLE IV - THE PROVINCIAL EXECUTIVE

1. DEFINITION

There shall be an Executive of the Council, to be comprised of the President, the immediate Past-President (one year position only) the First Vice-President, twenty-one twenty-two members elected at the local level, including one member elected by all the members of the CSANE Local, one member elected by all the members of the APSEA Local, and two members elected by all the members of the Community College Local. A majority of the members of the Executive shall constitute a quorum. (APSEA)

2015-17 Adopted

BE IT RESOLVED THAT Standing Order 10 (a) Composition of the Provincial Executive be amended by replacing "twenty-one" with "twenty-two" and that (a) (ii) be amended by adding "APSEA 1 member". The revised Standing Order would now read:

- (a) Members of the NSTU teaching in the following regions shall elect twenty-one **twenty-two** members to the Executive subject to the following conditions:
 - (i) elections shall be held fifteen (15) days or more prior to the first meeting of the Council;
 - (ii) the regions and the numbers to be elected from each region shall be as follows:

Annapolis-Hants West-Kings	2 members
Antigonish-Guysborough	1 member
APSEA	1 member
Cape Breton Industrial	2 members
Colchester-East Hants	1 member
Community College	2 members
Conseil syndical acadien de la	
Nouvelle-Écosse	1 member
Cumberland	1 member
Dartmouth	1 member
Digby-Shelburne-Yarmouth	2 members
Halifax City	2 members
Halifax County	2 members
Inverness-Richmond	1 member
Lunenburg County-Queens	1 member
Northside-Victoria	1 member
Pictou	1 member

(APSEA)

2015-18 Defeated

BE IT RESOLVED THAT the NSTU hold a Local Presidents' Conference at least three times per year. This requires a change to our current By-Laws (Article V – Officers – 3.b) by replacing the word "two" with "three". The amended By-Law would read: ARTICLE V – OFFICERS

The President of the NSTU shall convene a minimum of two three conferences per year of the NSTU Local Presidents and Regional Representative Council Chairpersons.

Defeated 2015-19

BE IT RESOLVED THAT By-Law Article III 1. (b) be amended by deleting the word "three" in the last sentence and replacing it with the word "four".

The revised By-Law would read:

The Council of the NSTU shall be composed of the Executive and members of the Council, on the basis of one representative for a membership of from twenty-five to fifty active members, and one representative for every additional fifty members of the Local or major fraction thereof. Notwithstanding the number of voting delegates permitted herein, each Local shall be entitled to at least three four voting delegates at Council.

Economic Welfare & Working Conditions

2015-20

BE IT RESOLVED THAT Policy 44, Class Size and Composition be amended by adding a new (d):

(d) ensure that the designated human support(s) that are allocated to a classroom due to the class cap being exceeded are directed to the classroom where the class cap has been exceeded.

(Cumberland)

2015-21 Adopted

BE IT RESOLVED THAT NSTU policy 44, Class Size and Composition (b) (v) Multi Age Classes be amended to include "elementary" in (b) (iv).

Amended policy would read:

44. CLASS SIZE AND COMPOSITION

- (a) It is the policy of the NSTU that class size and composition be considered a component in organizing for effective instruction.
- (b) To foster effective instruction, class sizes and composition should not normally exceed the following maxima:

(i) Secondary 25 Students
(ii) Elementary 20 Students
(iii) Primary 15 Students
(iv) Special 10 Students

(v) Combined **Elementary** Classes

/Multi-Age **Elementary** Classes 15 Students

(Halifax County)

2015-22 Adopted

BE IT RESOLVED THAT in the next round of provincial negotiations the NSTU seek to have class caps implemented by the Department of Education and Early Child Development as outlined in NSTU policy 44, Class Size and Composition. (*Halifax County*)

2015-23 Adopted as Amended

BE IT RESOLVED THAT in the next round of provincial negotiations the NSTU seek to ensure that secondary technology education classes that are held in production labs, such as construction labs, wood shops, automotive, be capped at 16 students for safety reasons. (*Halifax County*)

2015-24 Defeated

BE IT RESOLVED THAT in the next round of provincial negotiations the NSTU seek to have naturopathic supplements/remedies reimbursed, or a percentage covered under our medical plan.

(Kings)

2015-25 Adopted

BE IT RESOLVED THAT in the next round of provincial negotiations the NSTU seek to have teacher preparation time in blocks of a minimum of 30 consecutive minutes. (*Hants West*)

2015-26 Adopted

BE IT RESOLVED THAT in the next round of provincial negotiations the NSTU seek to achieve parity throughout the province with regards to Marking and Preparation time not being scheduled during recess.

(Halifax County)

2015-27 Adopted

BE IT RESOLVED THAT in the next round of provincial negotiations the NSTU seek to have the necessary support and training for teachers provided during the introduction of new curricula, software, technology or standalone units in conjunction with the planned change from the existing learning environment. (*Richmond*)

2015-28 Adopted

BE IT RESOLVED THAT in the next round of provincial negotiations, the NSTU seek to ensure that all members are permitted to attend the 2-day retirement seminar at any point in their career, up to twice in their career.

(Halifax City)

2015-29 Adopted

BE IT RESOLVED THAT in the next round of provincial negotiations, the NSTU seek to add "No loss of salary" to article 31.05.

(Halifax City)

2015-30 Adopted

BE IT RESOLVED THAT in the next round of provincial negotiations the NSTU seek to have Article 50.01 (Travel Allowance) amended by removing all the words following "teacher's residence" and replacing them with the following:

and the closest school/work site from one of the following:

- (i) the school/site of the greatest percentage of the teacher's assignment, or
- (ii) in the event that more than one school/work site is of equal percentage, then the school/work site which is closest to the teacher's residence, or
- (iii) the school/work site identified by the Board as the teacher's base school for administrative purposes.

In the event that travel between schools/work sites for any day is required in the performance of the teacher's regular duties, but the claimable distance is negated or reduced by applying the above formula, the distance claimed should be from the first to last school/work site for that day.

Article 50.01 currently reads:

Teachers who must travel in the performance of their regular duties (which include a specific duty assigned by the School Board or a meeting called by the School Board or a School Board initiated in-service) shall be paid a travel allowance the greater of thirty-four (34 cents) per kilometre or the current provincial government rate for those kilometres in excess of the round trip distance between the teacher's residence and the school/site where the teacher teaches the greatest percentage of his/her time. If the teacher teaches an equal amount of time at more than one (1) school/site, then the school/site to be used in the calculation of travel allowance shall be the school/site closest to the teacher's ordinary place of residence.

(Halifax County)

2015-31 Adopted

BE IT RESOLVED THAT the NSTU in the next round of negotiations seek to delete Article 50.02 in the Teachers' Provincial Agreement.

ARTICLE 50 TRAVEL ALLOWANCE currently reads:

50.02 The parties to this Agreement shall encourage teachers to travel together when attending the same meeting/in-service when circumstances make it reasonably practicable. (Halifax County)

Curriculum

2015-32 Adoptea

BE IT RESOLVED THAT Policy 42 – Technology Integration Principles be amended by adding:

- m) Audio and/or video recording or photography of members must be authorized by the member(s).
- Any use, publication, posting, and/or distribution of any audio or video recording or still image must be authorized by the member(s) in the audio or video recording or still image.

(Provincial Executive)

Government

2015-33 Adopted

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to review the implementation of AESOP® (Substitute Placement & Absence Management).

(Provincial Executive)

2015-34 Adopted as Amended

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to mandate school boards to ensure that all rooms that should be locked during a lockdown, and/or hold and secure have locks that function properly and can be locked from within the room.

(Colchester-East Hants)

2015-35 Adopted

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood to change date/age of primary students back to the original date/age of 5 years by September 30.

(Digby)

2015-36 Defeated as Amended

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to implement a pre-primary program, staffed by qualified NSTU members, in educational sites in Nova Scotia.

(Antigonish)

2015-37 Defeated

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to re-evaluate the entry age for grade primary students in the public school system.

(Antigonish)

2015-38 Adopted

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to amend its policy around any Department business to include the following:

When members have to travel more than 250 km, all work shall be completed by 12 noon or members shall be entitled to another hotel night billed to the Department of Education and Early Childhood Development and substitute costs billed as well.

(Cape Breton District)

2015-39 Adopted

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to ensure that school boards take money that was used to maintain former infrastructure and put it back directly into programs and the hiring of teachers. (*Cape Breton District*)

2015-40 Adopted

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to provide each school with a minimum of 1.0 FTE Learning Centre Teacher position for the instructional support of students on Individual Program Plans, who, because of severe cognitive and/or social-behavioural deficits, cannot fully participate in the current inclusive classroom model.

(Colchester-East Hants)
2015-41 Defeated as Amended

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to properly fund and increase credit requirements for a Nova Scotia high school diploma from 18 credits to 20 credits. (*Digby*)

2015-42 Adopted

BE IT RESOLVED THAT the NSTU collaborate with the Department of Education and Early Childhood Development to review and make improvements based on teacher input to the current TIENET (Technology for Improving Education Network) design template. (Colchester-East Hants)

2015-43 Adopted

BE IT RESOLVED THAT the NSTU encourage the Nova Scotia Department of Education and Early Childhood Development to make any changes in reporting and/or the Student Information System (SIS) reporting template prior to 6 weeks before reports are viewed by administrative personnel at school sites. (*Hants West*)

2015-44 Adopted

BE IT RESOLVED THAT as report cards are legal, formative & summative assessment documents the NSTU urge the Department of Education and Early Childhood Development to provide timely and adequate professional development for its members before, during, and after the implementation of report card changes. (Colchester-East Hants)

2015-45 Adopted as Amended

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to ensure that the Comprehensive Guidance and Counselling Program become a mandatory program within each school. *(CSANE)*

2015-46 Adopted

BE IT RESOLVED THAT the NSTU dialogue with the Department of Education and Early Childhood Development to ensure that the designated human support(s) that are allocated to a classroom due to the class cap being exceeded be directed to the classroom where the class cap has been exceeded. (*Cumberland*)

2015-47 Defeated

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to set cap sizes for upper elementary (25), junior high (25), and senior high (28) in classrooms. (*Digby*)

2015-48 Adopted

BE IT RESOLVED THAT the NSTU strongly urge the Department of Education and Early Childhood Development to consider class composition as well as student numbers when considering class caps.

(Halifax County)

2015-49 Adopted

BE IT RESOLVED THAT the NSTU lobby the Provincial Government to ensure that newcomer students within Nova Scotia public schools educational system are provided with EAL intake assessment in regional reception centers prior to their registration in the Nova Scotia public schools as is the case in other provinces across Canada. (*Halifax City*)

2015-50 Adopted

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to consult with the NSTU prior to the implementation of significant educational change to examine its impact on teacher work load. (*Halifax County*)

2015-51 Adopted

BE IT RESOLVED THAT the NSTU address the increased time required of teachers for filling out necessary medical documentation for students with the Department of Education and Early Childhood Development.

(Halifax County)

2015-52 Adopted

BE IT RESOLVED THAT the NSTU will encourage the Nova Scotia Department of Education and Early Childhood Development's Evaluation Services to ensure that any changes to provincial examination specifications and support documents will occur prior to the start of classes in September. (*Hants West*)

2015-53 Adopted as Amended

BE IT RESOLVED THAT the NSTU urge the Nova Scotia Department of Education and Early Childhood Development and School Boards to address the increasing mental health needs of students by providing more on-site support implemented by qualified NSTU members.

(Hants West)

2015-54 Adopted as Amended

BE IT RESOLVED THAT the NSTU petition the Nova Scotia Department of Early Education and Childhood Development to work with School Boards to ensure that necessary repairs, replacement, and maintenance of technology to support teaching or course delivery are ready one week in advance of the commencement of the school year and maintained in working order in a timely fashion. (*Richmond*)

Professional Development

2015-55 Adopted

BE IT RESOLVED THAT Policy 75 School Based Staff Development be amended by adding the following:

75. School Based Staff Development

- (iv) Professional Learning Communities are an important framework encompassing member led Collaborative Teams which are supported by school and Board administration.
- (v) Collaborative Learning Teams should be job embedded, engaging members in ongoing reflection and action within a professional learning community culture.
- (vi) The framework for Professional Learning Communities comprised of Collaborative Learning Teams within the Continuous School Improvement should be consistent throughout all Boards.

(Provincial Executive)

2015-56 Adopted as Amended

BE IT RESOLVED THAT the NSTU explore options of eliminating the requirement for members to pay registration fees in advance for the NSTU Professional Associations Conference and report back to the Provincial Executive by September 15, 2015. (*Halifax County*)

General

2015-57 Adopted

BE IT RESOLVED THAT the NSTU support the idea that all workers should earn a living wage.

(Dartmouth)

2015-58 Withdrawn

BE IT RESOLVED THAT the NSTU request that the Canadian Teachers' Federation petition the Canada Revenue Agency to allow teachers to claim a home office. (*Richmond*)

2015-59 Adopted

BE IT RESOLVED THAT Policy 79 – Closure (or Restructure) of Educational Sites be amended as follows:

79. CLOSURE (OR RESTRUCTURE) OF EDUCATIONAL SITES

- (a) The Nova Scotia Teachers Union recognizes that the closure or restructure of a school within a community is a matter of such consequence to that community that the closest cooperation between school authorities and the community is necessary. Alternatively, the Nova Scotia Teachers Union recognizes that the reorganization of school districts is necessary to promote the efficient instruction of pupils.
- (b) The Nova Scotia Teachers Union recommends the following principles to be considered when an educational site(s) is considered for closure (or restructure).
 - (i) The school is an essential part of the identity of a community.
 - ii) The sense of belonging to a local community is an important part of the quality of life in the province of Nova Scotia.
 - (iii) Schools should not be declared surplus solely on the basis of declining enrollment.
 - (iv) It should be recognized that excess capacity may be temporary, given that changes in school enrollment patterns can be anticipated in the future.
 - (v) The utilization of surplus schools for additional educational purposes should be given serious consideration.
 - (vi) Schools with excess capacity could be modified to accommodate appropriate community needs and purposes.
 - (vii) Modification of excess educational facilities should be temporary in design to allow for ready reconversion to school purposes.
 - (viii) Municipal authorities and the Department of Education and Early Childhood Development should actively cooperate with other government departments such as the Department of Health and Wellness Promotion and Protection and the Department of Business for the conversion of excess school capacity.
 - (ix) When the closing of a school is being considered, public notice of the projected closing should be given at least two years in advance. and planning should meet the criteria set out in the model which follows:

Identification of Possible School Closures

- a. Not later than the month of October of any year, the school board should review the enrollment figures as of September 30 in that year.
- b. If the closure of a school is predicted from these figures, a school review committee should be struck.
- (x) Both past and projected enrolment patterns should be examined.
- (xi) Provide necessary support to the school and its programs during the period of review.
- (xii) Consider the effects of closure (or restructure) on programs.
- (xiii) Consider the effects of closure (or restructure) on the distance students must travel to get to school.
- (xiv)Regular communication should be made with all stakeholders throughout the school review process.
- (xv) Teachers should be provided with adequate time and support to transition from a closing school to a receiving school.

(c) MEMBERSHIP OF SCHOOL REVIEW COMMITTEE

- (i) The School Review Committee should consist of the Superintendent of Schools or his/her designate, a member of the school board, at least two parents of students in the school under review, the principal of each school under review or his/her designate.
- (ii) From this group, the school board shall designate a chair of the School Review Committee.
- (iii) Municipal officials such as the Mayor or Warden and area representatives on Municipal Councils should be invited to each meeting of the committee.
- (iv) Resource persons, in particular Municipal Planning Officers, should be assigned to the Committee to act in an advisory capacity.
- (d) FUNCTIONS OF SCHOOL REVIEW COMMITTEE
 - (i) Examine demographic data and report to the board on the enrollment trends for the past five years and projections for the next five years.
 - (ii) Hold public meetings designed to advise the community of the school review, provide information to the community, receive and record community input, and elect one or more parent representatives to the review committee.
 - (iii) Consider and make recommendations to the board on steps which might be taken to assist the school and its program during the period of review.
 - (iv) Consider and make recommendations to the board on the possibility of reorganizing the school buildings in the area.
 - (v) Consider and report to the board on any other related matters including:
 - a. distance from place of residence, in particular, bussing schedules;
 b. effects on program;
 - the school as a social factor
 - c. the school as a social factor in the community;
 - d. alternative use of school plant;
 - e. physical conditions of buildings;
 - f. effects on administration and members;
 - g. communication with parent-public;
 - h. briefing of students;
 - i. optional transfers; and
 - j. informing other levels of government.
 - (vi) Present a final report to the board at a time specified by the
 - (vii) Present a final report to the board at a time specified by the school board on its recommendations.
 - (viii) At a community meeting, present a report to the community served by the school under review of the observations and recommendations which have been made by the School Review Committee.
- (e) PROCEDURES BY BOARD
 - (i) In instances where the board approved of the reorganization of a school:
 - a. The effective date will be determined by the board.
 - b. A committee to facilitate the reorganization of a school will be established by the board.

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 - (ii) Members of the School Review Committee should be invited to serve on the Facilitation Committee.

The revised Policy would read:

- 79. CLOSURE (OR RESTRUCTURE) OF EDUCATIONAL SITES
 -) The Nova Scotia Teachers Union recognizes that the closure or restructure of a school within a community is a matter of such consequence to that community that the closest

cooperation between school authorities and the community is necessary. Alternatively, the Nova Scotia Teachers Union recognizes that the reorganization of school districts is necessary to promote the efficient instruction of pupils.

- b) The Nova Scotia Teachers Union recommends the following principles to be considered when an educational site(s) is considered for closure (or restructure).
 - (i) The school is an essential part of the identity of a community.
 - (ii) The sense of belonging to a local community is an important part of the quality of life in the province of Nova Scotia.
 - (iii) Schools should not be declared surplus solely on the basis of declining enrollment.
 - (iv) It should be recognized that excess capacity may be temporary, given that changes in school enrollment patterns can be anticipated in the future.
 - (v) The utilization of surplus schools for additional educational purposes should be given serious consideration.
 - (vi) Schools with excess capacity could be modified to accommodate appropriate community needs and purposes.
 - (vii) Modification of excess educational facilities should be temporary in design to allow for ready reconversion to school purposes.
 - (viii) Municipal authorities and the Department of Education and Early Childhood Development should actively cooperate with other government departments such as the Department of Health and Wellness and the Department of Business for the
 - (ix) When the closing of a school is being considered, public notice of the projected closing should be given at least two years in advance.
 - (x) Both past and projected enrolment patterns should be examined.
 - (xi) Provide necessary support to the school and its programs during the period of review.
 - (xii) Consider the effects of closure (or restructure) on programs.

conversion of excess school capacity.

- (xiii) Consider the effects of closure (or restructure) on the distance students must travel to get to school.
- (xiv) Regular communication should be made with all stakeholders throughout the school review process.
- (xv) Teachers should be provided with adequate time and support to transition from a closing school to a receiving school.

(Provincial Executive)

2015-60 Adopted

BE IT RESOLVED THAT Policy 80 Communicable Diseases be amended as follows: POLICY 80 COMMUNICABLE DISEASES

- (a) Members who identify the existence of pediculosis or any other a communicable disease in the course of a cursory inspection should report the matter to the principal of the school.
- (b) The principal should give notice to the parent(s) or guardian(s) and require that the child receive appropriate medical attention.
- (c) The school should report to Public Health Services any communicable disease that is outlined in the Health Protection Act and Notifiable Diseases and Conditions Regulations as being required to be reported by law. notify the appropriate medical health officer or other authority of the matter.
- (d) When upon cursory inspection there is evidence of spread of a communicable disease from one child to another the principal shall notify the parent(s) or guardian(s) and shall forthwith notify the public health authorities and seek assistance.

(Provincial Executive)

2015-61 Adopted

BE IT RESOLVED THAT Policy 87 - MEDICARE be amended by deleting the words "mainly women" in (f).

Policy as amended would read:

(f) The need to move away from a fee-for-service model towards a community-based, multidisciplinary approach to the management, organization and delivery of services and care. Levels of services must be sufficient so that the burden of care does not fall on families, mainly women.

(Provincial Executive)

2015-62 Adopted

BE IT RESOLVED THAT Policy 92 - PHYSICAL NECESSITIES BE MADE AVAILABLE be amended by adding the words "and gender neutral" following the word "staff". Policy as amended would read:

There are certain minimal physical necessities which all members must have available in their workplaces i.e, staff **and gender neutral** washrooms.

(Provincial Executive)

2015-63 Adopted

BE IT RESOLVED THAT Policy 93 – Pornography be amended as follows:

93. PORNOGRAPHY

- (a) The NSTU is opposed to the downloading, importation, manufacture, distribution, sale, broadcast or public display of **child pornography** pornographic material, in electronic form or otherwise any form.
- (b) Pornography is verbal or pictorial material that represents or describes sexual behaviour that is degrading, exploitative or abusive to one or more of the participants in such a way as to endorse the degradation.
- (b) NSTU members should not access pornographic material, in any form at any time:
 - (i) using employer provided technology or access
 - (ii) at work sites

The revised Policy would read:

93. PORNOGRAPHY

- (a) The NSTU is opposed to the downloading, importation, manufacture, distribution, sale, broadcast or public display of child pornography in any form.
- (b) NSTU members should not access pornographic material, in any form at any time:
 - (i) using employer provided technology or access
 - (ii) at work sites

(Provincial Executive)

2015-64 Adopted

BE IT RESOLVED THAT Policy 94 - REPLACEMENT WORKERS be incorporated into Policy 101 STRIKE BY SUPPORT PERSONNEL. Policy would become statement (f).

(f) The NSTU supports the Nova Scotia Federation of Labour in advocating legislation forbidding the use of replacement workers as substitutes for workers on legal strike in the Province of Nova Scotia.

(Provincial Executive)

2015-65 Adopted

BE IT RESOLVED THAT Policies 99 STAFFING OF SMALL HIGH SCHOOLS and Policy 100 STAFFING OF SMALL SCHOOLS be combined. Policy 100 STAFFING OF SMALL SCHOOLS would become (a) under (b)(I) in Policy 99 STAFFING OF SMALL HIGH SCHOOLS. That the policy be re-lettered accordingly.

(a) Staffing in small schools should not be based on the number of students but rather on the courses that must be offered for high school graduation.

(Provincial Executive)

2015-66 Adopted

BE IT RESOLVED THAT Policy 104 Use of Internet and Communications Technology Policy (Cyberbullying) be amended as follows:

- Change "Department of Education" to "Department of Education & Early Childhood Development" throughout the policy.
- Change the title "Use of Internet and Communications Technology Policy (Cyberbullying)" to "Appropriate Online Cyberconduct".
- Amend (3)(c)i by adding "and teaching".
- Amend (7)(a) by deleting the words "should develop" and replacing with the words "continue to expand upon".

Policy would now read:

104. Use of Internet and Communications Technology Policy (CyberBullying)

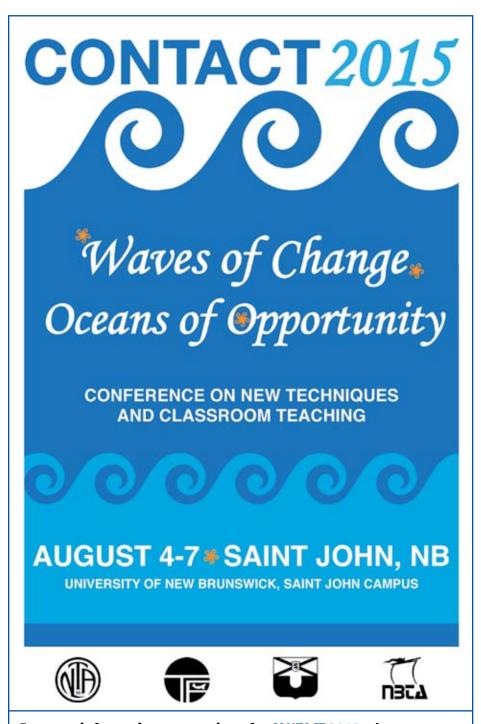
APPROPRIATE ONLINE CYBERCONDUCT

- (1) The NSTU recognizes the following definitions with respect to the appropriate use of Internet and communications technology:
 - (a) Appropriate Cyberconduct is the ethical, legal and positive relationships among and between members of the school community that reflect respectful and responsible behaviour while using information and communication technology.
 - (b) Appropriate Cyberconduct involves a set of rules for behaving properly online. In an educational setting, examples of appropriate cyberconduct include:
 - i Maintaining professional standards when communicating with members, students, parents, and administrators
 - ii Not accessing internet sites that are illegal
 - iii Not using technology to engage in criminal activity
 - iv Not sharing confidential information about students, parents, members or administrative personnel
 - Not using the anonymity of the internet to bully, harass, or intimidate others
 - vi Not mass emailing someone (spamming) you disagree with
 - vii Not posting personal images of yourself or others on social networking sites without appropriate protections in place
 - (c) Cyberbullying: The use of information and communication technology to bully, embarrass, threaten or harass another. It also includes the use of information and communication technology to engage in conduct or behaviour that is derogatory, defamatory, degrading, illegal, and/or abusive.
 - (d) Information and Communication Technology: Equipment that includes, but is not limited to, any current or emerging stationary or wireless technologies or systems that can be used by individuals or groups for the purpose of communication, entertainment, data management, word processing, internet access, image capture/ recording, sound recording and information transmitting/ receiving/ storing.
 - (e) Safe School Environment: Within the context of cyberconduct, it is an environment where teaching and learning takes place while accessing and utilizing all the educational opportunities, influence and potential of information and communication technology. Furthermore, it is a setting that is equitable and free from hazards and abuses directed at, or occurring from, users of information and communication technology.
- (2) The NSTU believes the following Guiding Principles should inform the approach adopted by all education partners concerning the appropriate use of the Internet and communications technology:
 - (a) Safe and caring schools that promote healthy workplaces for members and healthy learning environments for children and youth should be a provincial priority.
 - b) Collectively, society shares the responsibility for creating positive learning environments that include cyberspaces which foster respect and understanding, and are free from inappropriate cyberconduct including cyberbullying.
 - (c) Individual rights to freedom of information, thought, belief, opinion and expression, should be balanced with the rights and responsibilities of parents, guardians and the education community. These include the right to guide individuals in the responsible use of information and communication technology.
 - (d) Any response to cybermisconduct and/or cyberbullying should focus on protection of students, members, and the school community.
 - (e) Cybermisconduct, including cyberbullying, negatively influences student learning and member workplaces and should be viewed as a significant occupational health and safety issue.
 - (f) Cybermisconduct that originates from the school or from the community-at-large, which ultimately has a negative impact on the school climate and/or culture, warrants action by the school board, including the imposition of sanctions, when appropriate, on the offender or offenders.
 - (g) Swift, decisive action is necessary to effectively respond to cybermisconduct and/or cyberbullying. Varied strategies and responses are required to address this complex, multifaceted problem.
- (3) The NSTU firmly believes that education is the essential pillar upon which the appropriate use of the Internet and communications technologies can be realized.
 - (a) Education, the most effective preventative measure to combat cybermisconduct and/or cyberbullying within school communities, is a shared responsibility of students, members, parents, administrators, school boards, communities, and site administrators.
 - (b) Education for cyberbullying prevention is a necessary and key element in addressing, preventing, and protecting students and members from cyber-related harm. It promotes positive, rewarding cyberexperiences and constructive interactions in an educational setting.
 - (c) Anti-bullying principles form the basis for appropriate cyberconduct and cyberbullying prevention. Education should involve:
 - i Modeling and, demonstrating **and teaching** appropriate cyberconduct
 - ii Utilizing a whole school/whole community approach
 - iii Focusing on prevention, protection and intervention and, where possible, a restorative justice approach for violations.
 - (d) Teachers and members of the school community, including parents, should have ongoing access to learning opportunities that provide current, relevant education about evolving information and communication technology resources, appropriate

- cyberconduct and cyberbullying prevention strategies. Programs should be offered by multiple stakeholders including school boards, the NSTU, the Department of Education & Early Childhood Development and service/site providers.
- (e) Principles, processes and actions for effective cyberconduct and anti-cyberbullying education include:
 - i Developing educational materials in partnership with all stakeholders.
 - ii Disseminating educational materials about appropriate cyberconduct to the school community in its entirety.
 - iii Recognizing that educators, members, students, parents and the entire school community, including service/site providers, have a responsibility in working to eliminate cybermisconduct and cyberbullying from the teaching and learning environment.
 - iv Ensuring materials and information contain details that recommend guidelines for safe and appropriate cyberconduct, and outlines recommendations for response if targeted by cybermisconduct.
 - v Establishing consequences for engaging in cybermisconduct and/or cyberbullying that negatively affects the school climate and/or culture.
- (f) The NSTU believes teacher education programs should include:
 - i Comprehensive and current information about appropriate cyberconduct and cyberbullying prevention measures. This should include data, facts and realistic examples of occurrences.
 - ii Lesson plans and strategies that assist members to recognize and address cybermisconduct and cyberbullying in classrooms and school communities.
 - iii Information and practical experience with new and emerging information and communication technology.
- (4) Each member of the education community exercises specific Roles and Responsibilities
 - (a) Students
 - i At home, at school and anywhere outside the school, students should follow principles of appropriate cyberconduct and adhere to principles and policies of acceptable use.
 - ii Students should advise the appropriate adult if they observe/know about another person being bullied or experience bullying themselves.
 - iii Students are encouraged to actively participate in and contribute to school board cyberconduct and anti-cyberbullying activities including policy development and education programs.
 - (b) Parents and Guardians
 - i Parents are encouraged to:
 - (1) Promote appropriate cyberconduct and anti-cyberbullying behaviour at home
 - (2) Familiarize themselves with the information and communication technology and websites used by their child.
 - (3) Have an acceptable use agreement for the use of information and communication technology at home, which includes clearly identified and consistently enforced consequences.
 - (4) Keep computers and other information and communication technology devices in an open, common area and have filter software installed.
 - (5) Determine if the school board has a cyberconduct and/or anti-cyberbullying policy and review its contents. If such policies are not in place, parents should pursue having one adopted through their local parent advisory council.
 - (6) Actively participate in and contribute to school board cyberconduct and anti-cyberbullying activities including policy development and education programs.
 - (7) Maintain open communication with children about appropriate cyberconduct and/or cyberbullying and treat any report(s) of bullying as a serious matter.
 - (8) Become familiar with and be alert for behaviour that indicates a child may be the target of a bully.
 - ii If a child is the target of a bully, assist him/her in determining the best response. Consult with the school board re: the board's cyberconduct and anticyberbullying policy and with the school staff for assistance.
 - (c) Members are encouraged to:
 - i Model appropriate cyberconduct
 - ii Adhere to their Professional Code of Ethics, and the school board's appropriate cyberconduct and cyberbullying prevention policy.
 - iii Participate in Professional Development sessions to familiarize themselves with cyberbullying prevention processes, actions and responses related to cyberconduct and cyberbullying as part of their regular P.D. and in-service opportunities.
 - Assess and appropriately respond to incidents of cybermisconduct and/or cyberbullying among students or between student(s) and the member.
 - (d) Schools and School Boards are encouraged to:
 - i Collaboratively develop and adopt appropriate cyberconduct and anticyberbullying policies and procedures and fully communicate them to all stakeholders.
 - ii Enable students to actively participate in and contribute to school board cyberconduct and anti-cyberbullying activities including policy development and education programs
 - iii Develop principles of effective, appropriate cyberconduct and cyberbullying prevention policies and procedures that include:
 - (1) An Acceptable Use Agreement with an attendant monitoring, evaluation, and complaints process.
 - (2) Clear, comprehensive definitions of appropriate and inappropriate cyberconduct, established access privileges and identifiable consequences for those who engage in cybermisconduct.
 - (3) An explanation of the responsibilities of students, teachers, parents, and school boards re: cyberconduct.
 - (4) A statement that policies and procedures shall apply to any and all cybermisconduct and cyberbullying that negatively affects the school environment regardless of whether it originated from the school.
 - (5) Dedicated timelines for policy and procedures to be updated regularly.
- (5) The Nova Scotia Department of Education & Early Childhood Development should promote and publicly advocate for appropriate cyberconduct and anti-cyberbullying behaviour in the school community by:

- (a) Developing and providing curriculum documents, training programs, policy and directives, and public education resources about appropriate cyberconduct and evolving information and communication technology.
- (b) Amending the Education Act and Regulations to recognize the influence of information and communication technology and to provide explicit protection for members and students against cybermisconduct and cyberbullying.
- (c) Providing sufficient resources to enable school communities to combat cybermisconduct and cyberbullying.
- (d) Conducting its own research, or collaborating with ongoing research, about appropriate cyberconduct and cyberbullying.
- (6) The Nova Scotia government should recognize the extreme impact that cybermisconduc and cyberbullying has in the public arena by:
 - (a) Requesting the Federal Government to make amendments to the Criminal Code of Canada and the Youth Criminal Justice Act which identifies that using information and communication technology to convey a message which threatens death or bodily harm or perpetuates fear and intimidation in another constitutes a punishable offence under the Code.
 - (b) Enacting new information and communication technology/cybermisconduct and cyberbullying legislation that protects members and students from harm.
 - (c) Amending the Occupational Health and Safety, Human Rights, and Workers Compensation legislation to include protection from cybermisconduct and cyberbullying.
 - (d) Conducting an annual ongoing public awareness campaign with partners focusing on appropriate cyberconduct and the prevention of cyberbullying.
 - (e) Co-ordinating the efforts of other Departments to support Education (Justice, Social Services, Health) in enhancing protection against cybermisconduct/cyberbullying and supporting the targets.
- (7) Website, Internet Service Providers and telecommunications providers share a responsibility with respect to the appropriate use of the Internet and Communications Technology.
 - (a) Website, Internet Service Providers and telecommunications service providers should develop continue to expand upon and enforce acceptable use, appropriate cyberconduct and anti-cyberbullying policies, and ensure that the procedure for reporting cybermisconduct and/or cyberbullying is clearly communicated and readily available to users.
 - (b) Website, Internet Service Providers and telecommunications service providers should thoroughly investigate any complaints of cybermisconduct and cyberbullying and take the appropriate actions (removal of all items from all links, including archives) when there is evidence that cybermisconduct or cyberbullying is occurring within a site.
 - (c) Website, Internet Service Providers and telecommunications service providers should partner with the NSTU, Council of Atlantic Provinces Teacher Organizations (CAPTO), and the Canadian Teachers' Federation (CTF) to support and facilitate development and administration of appropriate cyberconduct and anti-cyberbullying initiatives.

(Provincial Executive)



For more information or to register for CONTACT 2015, please contact your Local President and/or Professional Association President.

Résolutions destinées à l'AGA 2015 du conseil

Gouvernance

2015-1 Adoptée

IL EST RÉSOLU QUE le NSTU intègre une philosophie d'approche réparatrice (relationnelle) lors de la conduite des réunions.

(District du Cap-Breton)

2015-2 Adoptée

IL EST RÉSOLU QUE l'article IV 7. du Règlement intérieur soit révisé comme suit :

Lors de sa première réunion ordinaire d'une réunion suivant l'AGA du Conseil, le Comité exécutif **provincial** nomme les comités du NSTU comme il y est autorisé périodiquement par le Conseil ainsi que tous les autres comités spéciaux qu'il peut juger utiles ou nécessaires. Tous ces Comités sont sous les ordres du Comité exécutif.

(Comité exécutif provincial)

Adoptée

IL EST RÉSOLU QUE l'ordre permanent 15.(a) soit modifié comme suit :

Lors d'une réunion suivant À l'issue de l'AGA du Conseil, le Comité exécutif nomme les comités qu'il juge nécessaires à la mise en œuvre du programme du NSTU. (Comité exécutif provincial)

2015-4 Adoptée

IL EST RÉSOLU QUE la politique no 13, Comités de l'Exécutif provincial, (d) (i) soit

Lors de la première d'une réunion du Comité exécutif provincial qui suit l'AGA du Conseil, un Comité des candidatures composé de cinq (5) membres du Comité exécutif est nommé pour préparer une liste de membres qui siégeront aux divers comités du NSTU. (Comité exécutif provincial)

IL EST RÉSOLU QUE l'article V. 2. c. (i) du Règlement intérieur soit modifié comme

2 (c) (i) Le second vice-président et le secrétaire-trésorier sont élus par le Comité exécutif provincial lors d'une réunion suivant l'AGA du Conseil parmi les personnes qui seront ou continueront à être membres parmi les membres régionaux, les membres du collège communautaire et les membres du CSANE du Comité exécutif provincial au 1er août de cette année-là.

(Comité exécutif provincial)

2015-6 Adoptée

IL EST RÉSOLU QUE l'article V 2. d. (i) du Règlement intérieur soit révisé comme suit : 2. (d) (i) Le second vice-président et le secrétaire-trésorier entrent en fonction dès à partir du 1^{er} août de l'année de leur élection.

(Comité exécutif provincial)

2015-7 Rejetée telle qu'amendée

IL EST RÉSOLU QUE l'article IV du Règlement intérieur – Comité exécutif provincial, 2. Gouvernance, (g) soit révisé comme suit :

Un membre du Comité exécutif provincial qui tombe malade et qui n'est pas en mesure d'assister aux réunions ordinaires dudit comité est immédiatement représenté par un suppléant président de section locale ou un président de CRR choisi par la ou les sections locales concernées, à la discrétion du président ou du directeur exécutif du NSTU. et Le membre suppléant peut jouir **jouira** de tous les droits et privilèges du membre dûment élu du Comité exécutif provincial, durant la période d'incapacité de celui-ci.

Le règlement modifié se lirait comme suit :

Un membre du Comité exécutif provincial qui n'est pas en mesure d'assister aux réunions ordinaires dudit comité est représenté par un président de section locale ou un président de CRR choisi par la ou les sections locales concernées. Le membre suppléant jouira de tous les droits et privilèges du membre dûment élu du Comité exécutif provincial, durant la période d'incapacité de celui-ci.

(Comité exécutif provincial)

Adoptée

IL EST RÉSOLU QUE l'ordre permanent 4 (e) soit révisé en remplaçant les mots « Le rapport du Comité exécutif » par les mots « Manuel de l'Assemblée générale annuelle » et « doit être entre les mains des délégués » par « sera mis à la disposition de tous les délégués à l'AGA » afin de se lire comme suit

(e) Le rapport du Comité exécutif Manuel de l'Assemblée générale annuelle doit être entre les mains des délégués sera mis à la disposition de tous les délégués à l'AGA au moins quatorze jours avant l'AGA du Conseil.

(Comité exécutif provincial)

2015-9

IL EST RÉSOLU QUE l'ordre permanent 10 (a) Composition du Comité exécutif provincial soit révisé comme suit:

Les membres du NSTU qui enseignent dans les régions suivantes élisent vingt-et-un membres au Comité exécutif sous réserve des conditions suivantes :

(Comité exécutif provincial)

2015-10 Adoptée

IL EST RÉSOLU QUE l'ordre permanent 12 (b) soit révisé comme suit:

(b) Le procès-verbal de toutes les réunions du Comité exécutif ou le procès-verbal rectifié, une fois approuvé, est signé par le secrétaire-trésorier et par le président ou, en son absence, par la personne ayant présidé la réunion au cours de laquelle le procès-verbal a été approuvé et il est conservé par le directeur exécutif à titre de document officiel des délibérations du Comité exécutif et affiché sur le site Web du NSTU (connexion nécessaire à un compte Web du NSTU).

(Comité exécutif provincial)

Reietée

IL EST RÉSOLU QU'un enregistrement audio ou vidéo des portions publiques des réunions du Comité exécutif provincial du NSTU soit mis à la disposition de tous les membres afin qu'ils puissent les écouter et les regarder sur la section sécurisée du site Web du NSTU. (CSANE)

2015-12 Rejetée

IL EST RÉSOLU QUE les réunions du Comité exécutif provincial du NSTU se tiennent le samedi et non le vendredi afin de donner à davantage de membres la possibilité d'assister aux réunions en qualité d'observateurs.

(CSANE)

Résolutions Chiffrées

2015-13 Adoptée

IL EST RÉSOLU QUE le bureau central du NSTU verse un montant égal à celui dépensé par chaque section locale pour les activités de la Journée de l'engagement des membres, jusqu'à concurrence de 500 \$ chaque année. (Dartmouth)

2015-14

IL EST RÉSOLU QUE le NSTU réembauche et conserve un troisième conseiller à plein temps du NSTU pour aider les enseignants et leurs familles.

(CSANE)

2015-15 Rejetée

IL EST RÉSOLU QUE le NSTU fournisse le financement nécessaire pour permettre à chaque président de section locale d'assister chaque année à une réunion du Comité exécutif provincial en qualité d'observateur.

(Dartmouth)

2015-16 Adoptée

IL EST RÉSOLU QUE l'article IV du Règlement intérieur, 1. Définition, soit révisé en ajoutant les mots « un membre élu par tous les membres de la section locale de la CESPA ». Le règlement révisé se lirait comme suit :

ARTICLE IV – COMITÉ EXÉCUTIF PROVINCIAL

1. Définition

Le Comité exécutif du Conseil se compose du président, du président sortant (mandat d'un an seulement), du premier vice-président, de vingt-et-un vingt-deux membres élus sur une base régionale au niveau des sections locales, y compris un membre élu par tous les membres du Conseil syndical acadien de la Nouvelle-Écosse (CSANE), un membre élu par tous les membres de la section locale de la CESPA et deux membres élus par tous les membres de la section locale du Collège communautaire. Une majorité des membres du Comité exécutif constitue un quorum dudit comité.

(CESPA)

Adoptée

IL EST RÉSOLU QUE l'ordre permanent 10 (a), Composition du Comité exécutif provincial, soit modifié en remplaçant « vingt-et-un » par « vingt-deux » et que le paragraphe (a) (ii) soit modifié en ajoutant « CESPA 1 membre».

L'ordre permanent révisé se lirait comme suit :

- (a) Les membres du NSTU qui enseignent dans les régions suivantes élisent vingt-et-un vingt-deux membres au Comité exécutif sous réserve des conditions suivantes :
 - Les élections ont lieu au moins quinze (15) jours avant la première séance de l'AGA; (ii) Les régions et le nombre des candidats à élire par région sont comme suit :

Annapolis-Hants West-Kings 2 membres Antigonish-Guysborough 1 membre Cape Breton Industrial 2 membres **CESPA** 1 membre Colchester-East Hants 1 membre Collège communautaire 2 membres Conseil syndical acadien de la Nouvelle-Écosse 1 membre Cumberland 1 membre 1 membre Dartmouth Digby-Yarmouth 1 membre Ville d'Halifax 2 membres Comté d'Halifax 2 membres Inverness-Richmond 1 membre Lunenburg

(CESPA)

2015-18 Rejetée

Pictou

Northside-Victoria

Shelburne -Queens

IL EST RÉSOLU QUE le NSTU organise une conférence des présidents de section locale au moins trois fois par an. Cela requiert une modification de notre Règlement intérieur actuel (Article V – Bureau du syndicat – 3.b) en remplaçant le mot « deux » par « trois ». Le règlement modifié se lirait comme suit :

1 membre

1 membre

1 membre

1 membre

ARTICLE V – BUREAU DU SYNDICAT

3. (b) Le président du NSTU convoque un minimum de deux trois réunions annuelles des présidents des sections locales du NSTU et des présidents des conseils des représentants régionaux.

(Dartmouth)

2015-19 Rejetée

IL EST RÉSOLU QUE l'article III 1. (b) du Règlement intérieur soit modifié par la suppression du mot « trois » dans la dernière phrase et son remplacement par le mot « quatre ».

Le règlement révisé se lirait comme suit :

Le Conseil du NSTU est composé du Comité exécutif et des membres des syndicats locaux qui sont élus par les sections locales pour être membres du Conseil, sur la base d'un représentant par groupe de vingt-cinq à cinquante membres actifs et d'un représentant pour chaque groupe supplémentaire de cinquante membres de la section locale ou une fraction majoritaire de ce nombre. Nonobstant le nombre de délégués votants autorisés aux présentes, chaque section locale a droit à au moins trois quatre délégués votants à l'AGA du Conseil. (Dartmouth)

Bien-être Économique et Conditions de Travail

2015-20 Adoptée

IL EST RÉSOLU QUE la politique 44, Taille et composition des classes, soit modifiée par l'ajout d'un nouveau paragraphe (d) :

(d) pour veiller à ce que les soutiens humains désignés qui sont alloués à une salle de classe dont les effectifs dépassent le plafond établi soient fournis à la salle de classe dont les effectifs dépassent le plafond.

(Cumberland)

2015-21 Adoptée

IL EST RÉSOLU QUE la politique 44 du NSTU, Taille et composition des classes (b) (v) Classes à âges multiples, soit modifiée afin d'inclure le terme « élémentaires » dans le paragraphe (b) (iv).

La politique amendée se lirait comme suit :

44. TAILLE ET COMPOSITION DES CLASSES

- (a) La politique du NSTU affirme que la taille et la composition des classes doit être considérée comme un élément de l'organisation efficace de l'enseignement.
- (b) Pour favoriser l'efficacité de l'enseignement, la taille des classes ne devrait normalement pas dépasser les limites suivantes :

(i) Niveau secondaire
(ii) Niveau élémentaire
(iii) Niveau primaire
(iv) Éducation spécialisée
25 élèves
20 élèves
15 élèves
10 élèves

(v) Classes **élémentaires** à niveaux multiples/ Classes **élémentaires** à âges multiples 15 élèves

(Comté d'Halifax)

2015-22 Adoptée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à faire appliquer les effectifs maximums des classes par le ministère de l'Éducation et du Développement de la petite enfance, conformément à la politique 44 du NSTU, Taille et composition des classes.

(Comté d'Halifax)

2015-23 Adoptée telle qu'amendée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à s'assurer que les classes d'enseignement technique au niveau secondaire qui sont offertes dans des ateliers de production, tels que des ateliers de construction, des ateliers de menuiserie, des ateliers de mécanique, sont plafonnées à 22 élèves pour des raisons de sécurité. (*Comté d'Halifax*)

2015-24 Rejetée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à obtenir que le remboursement des suppléments/remèdes naturopathiques, ou un pourcentage de remboursement, soit couvert par notre régime de santé. (*Kings*)

2015-25 Adoptée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à obtenir du temps de préparation pour les enseignants par blocs d'au moins 30 minutes consécutives.

(Hants West)

2015-26 Adoptée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à obtenir l'uniformité dans toute la province afin que le temps de notation et de préparation ne soit pas prévu durant la récréation. (*Comté d'Halifax*)

2015-27 Adopté

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à obtenir le soutien et la formation nécessaires pour les enseignants lors de l'introduction de nouveaux programmes et logiciels et de nouvelles technologies ou unités autonomes en liaison avec les modifications prévues à l'environnement d'apprentissage existant. (*Richmond*)

2015-28 Adoptée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à assurer que tous les enseignants sont autorisés à participer au séminaire de deux jours sur la retraite à n'importe quel moment de leur carrière, jusqu'à deux fois dans leur carrière. (Ville d'Halifax)

2015-29 Adopté

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à ajouter « Sans perte de salaire » à l'article 31.05. (Ville d'Halifax)

2015-30 Adoptée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à faire modifier l'article 50.01 (Frais de déplacement), en supprimant tous les mots qui suivent « domicile de l'enseignant » et en les remplaçant par ce qui suit :

et le lieu de travail le plus proche de l'un des lieux suivants :

- (i) le lieu de travail où l'enseignant exerce le pourcentage le plus important de ses fonctions, ou
- (ii) dans le cas où l'enseignant exerce un pourcentage égal dans plus d'un lieu de travail, il s'agirait alors du lieu de travail le plus proche du domicile de l'enseignant, ou

(iii) le lieu de travail identifié par le conseil d'école comme école d'attache de l'enseignant à des fins administratives.

Dans le cas où des déplacements entre plusieurs lieux de travail sont nécessaires n'importe quel jour dans l'exercice des fonctions normales de l'enseignant, mais où la distance déclarable est annulée ou réduite en appliquant la formule ci-dessus, la distance déclarée devrait être du premier au dernier lieu de travail pour ce jour-là.

L'article 50.01 se lit actuellement comme suit :

Les enseignants qui doivent se déplacer dans l'exercice de leurs responsabilités ordinaires (y compris les tâches spécifiques qui leur sont attribuées par leur conseil scolaire, une réunion convoquée par le conseil scolaire ou une formation en cours d'emploi demandée par le conseil scolaire) se voient rembourser des frais de déplacement à un taux de trente-quatre cents (0,34 \$) par kilomètre ou au taux en vigueur établi par la ministre de l'Éducation et du Développement de la petite enfance pour ces déplacements en sus du trajet aller-retour entre le domicile de l'enseignement et son lieu de travail la plupart du temps, selon celui de ces deux taux qui est le plus élevé. Si l'enseignant enseigne des périodes de durée égale à plus d'un (1) lieu de travail, alors on utilise, pour calculer les frais de déplacement, le lieu de travail qui est le plus proche du domicile ordinaire de l'enseignant. (Comté d'Halifax)

2015-31 Adoptée

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à supprimer l'article 50.02 de la convention provinciale des enseignants.

L'article 50.02 se lit actuellement comme suit :

50.02 Les parties signataires de la présente convention collective encouragent les enseignants à se déplacer à plusieurs lorsqu'ils assistent à la même réunion ou à la même session de formation, lorsque les circonstances le permettent. (Comté d'Halifax)

Programmation

2015-32 Adoptée

IL EST RÉSOLU QUE la politique 42 – Principes pour l'intégration de la technologie soit modifiée en ajoutant :

- m) Les enregistrements audio et/ou vidéo et les photos de membres doivent être autorisés par le ou les membres.
- n) L'utilisation, la publication, l'affichage et/ou la distribution de tout enregistrement audio ou vidéo ou de toute image fixe doivent être autorisée par le ou les membres apparaissant dans l'enregistrement audio ou vidéo ou dans l'image fixe.

(Comité exécutif provincial)

Gouvernement

2015-33

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour revoir la mise en œuvre du système AESOP® (placement des suppléants et gestion des absences). (Comité exécutif provincial)

2015-34 Adoptée telle qu'amendée

IL EST RÉSOLU QUE le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à obliger les conseils scolaires à s'assurer que toutes les salles qui devraient être verrouillées durant un confinement barricadé ou un confinement de sécurité ont des serrures qui fonctionnent correctement et peuvent être verrouillées de l'intérieur. (Colchester-East Hants)

2015-35 Adoptée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour remettre la date/l'âge d'entrée des élèves en primaire à la date/l'âge antérieurs de 5 ans avant le 30 septembre. (Digby)

2015-36 Rejetée telle qu'amendée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance afin qu'il mette en œuvre un programme pré-primaire dans les établissements scolaires de la Nouvelle-Écosse. (Antigonish)

2015-37 Rejetée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il réévalue l'âge d'entrée des élèves en primaire dans le système scolaire public.

(Antigonish)

2015-38 Adoptée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il modifie sa politique portant sur les activités d'ordre ministériel afin d'inclure ce qui suit :

Lorsque les membres doivent parcourir plus de 250 km, tout le travail devra s'achever avant midi ou bien les membres seront autorisés à facturer une autre nuit d'hôtel au ministère de l'Éducation et du Développement de la petite enfance ainsi que des frais de suppléance. (District du Cap-Breton)

2015-39 Adoptée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance afin qu'il s'assure que les conseils scolaires prennent l'argent qui servait à l'entretien des anciennes infrastructures pour le reverser directement dans les programmes et l'embauche des enseignants. (District du Cap-Breton)

2015-40 Adoptée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il fournisse un minimum d'un poste ETP d'enseignant de centre d'apprentissage pour le soutien pédagogique aux élèves qui suivent des plans de programme individuels, parce qu'en raison de graves déficits cognitifs et/ou sociaux-comportementaux, ils ne peuvent pas participer pleinement au modèle actuel de classe inclusive. (Colchester-East Hants)

2015-41 Rejetée telle qu'amendée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance en vue de financer convenablement et d'augmenter les exigences en matière de crédits pour le diplôme d'études secondaires en Nouvelle-Écosse de 18 heures-crédits à 20 heures-crédits.

(Digby)

2015-42 Adoptée

IL EST RÉSOLU QUE le NSTU collabore avec le ministère de l'Éducation et du Développement de la petite enfance pour examiner et apporter des améliorations fondées sur les suggestions des enseignants à l'actuel modèle TIENET (Technology for Improving Education Network).

(Colchester-East Hants)

2015-43 Adoptée

IL EST RÉSOLU QUE le NSTU encourage le ministère de l'Éducation et du Développement de la petite enfance de la Nouvelle-Écosse à apporter tout changement aux bulletins et/ou aux rapports du Student Information System (SIS) au moins 6 semaines avant que les rapports soient exigés par le personnel administratif des établissements scolaires. (*Hants West*)

2015-44 Adoptée

IL EST RÉSOLU QUE, dans la mesure où les bulletins scolaires sont des documents légaux d'évaluation formative et sommative, le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à fournir un perfectionnement professionnel opportun et adéquat à ses membres avant, pendant et après la mise en œuvre de modifications aux bulletins scolaires.

(Colchester-East Hants)

2015-45 Adoptée telle qu'amendée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il assure que le Programme complet d'orientation et de counselling devienne un programme obligatoire dans chaque école. *(CSANE)*

2015-46 Adoptée

IL EST RÉSOLU QUE le NSTU négocie avec le ministère de l'Éducation et du Développement de la petite enfance pour veiller à ce que les soutiens humains désignés qui sont alloués à une salle de classe dont les effectifs dépassent le plafond établi soient fournis à la salle de classe dont les effectifs dépassent le plafond. (Cumberland)

2015-47 Rejetée

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour fixer les effectifs maximums des classes au niveau élémentaire supérieur (25), au niveau secondaire de premier cycle (25) et au niveau secondaire de deuxième cycle (28).

(Digby)

2015-48 Adoptée

IL EST RÉSOLU QUE le NSTU incite vivement le ministère de l'Éducation et du Développement de la petite enfance à tenir compte de la composition des classes ainsi que du nombre d'élèves lors de l'établissement des effectifs maximums des classes. (Comté d'Halifax)

2015-49 Adoptée

IL EST RÉSOLU QUE le NSTU fasse pression sur le gouvernement provincial pour assurer que les élèves nouveaux arrivants au sein du système éducatif des écoles publiques de la Nouvelle-Écosse soient soumis à une évaluation initiale ALA (anglais langue additionnelle) dans des centres d'accueil régionaux avant leur inscription dans les écoles publiques de la Nouvelle-Écosse comme c'est le cas dans d'autres provinces du Canada. (Ville d'Halifax)

2015-50 Adoptée

IL EST RÉSOLU QUE le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à consulter le NSTU avant la mise en œuvre de réformes pédagogiques importantes pour examiner leur impact sur la charge de travail des enseignants. (Comté d'Halifax)

2015-51 Adoptée

IL EST RÉSOLU QUE le NSTU aborde avec le ministère de l'Éducation et du Développement de la petite enfance la question du temps accru exigé des enseignants pour remplir les formulaires médicaux nécessaires pour les élèves. (Comté d'Halifax)

2015-52 Adoptée

IL EST RÉSOLU QUE le NSTU encourage les Services d'évaluation du ministère de l'Éducation et du Développement de la petite enfance de la Nouvelle-Écosse à faire en sorte que toute modification des modalités des examens provinciaux et des documents de support soit apportée avant la rentrée des classes en septembre. (Hants West)

2015-53 Adoptée telle qu'amendée

IL EST RÉSOLU QUE le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance de la Nouvelle-Écosse et les conseils scolaires à aborder les besoins croissants des élèves en matière de santé mentale en fournissant davantage de soutien sur place mis en œuvre par des membres qualifiés du NSTU. (Hants West)

2015-54 Adoptée telle qu'amendée

IL EST RÉSOLU QUE le NSTU demande instamment au ministère de l'Éducation et du Développement de la petite enfance de la Nouvelle-Écosse de veiller à ce que les réparations, le remplacement et l'entretien nécessaires du matériel technologique à l'appui de l'enseignement et de la prestation des cours soient terminés une semaine avant le début de l'année scolaire et que le matériel technologique soit maintenu en bon état de marche en temps opportun. (Richmond)

Perfectionnement Professionnel

2015-55 Adopté

IL EST RÉSOLU QUE la politique no 75, Développement du personnel basé dans l'école/ le campus, soit modifiée en ajoutant ce qui suit:

75. DÉVELOPPEMENT DU PERSONNEL BASÉ DANS L'ÉCOLE/LE CAMPUS

- (iv) Les communautés d'apprentissage professionnelles sont une structure importante qui englobe les équipes d'apprentissage coopératif à l'initiative des enseignants, équipes qui sont soutenues par l'administration de l'école et du conseil scolaire.
- (v) Les équipes d'apprentissage coopératif devraient être intégrées à l'emploi et engager les enseignants dans une réflexion et une action constantes au sein d'une culture de communautés d'apprentissage professionnelles.
- (vi) La structure pour les communautés d'apprentissage professionnelles composées des équipes d'apprentissage coopératif dans le cadre de l'amélioration continue de l'école doit être uniforme dans l'ensemble de tous les conseils.

(Comité exécutif provincial)

2015-56 Adoptée telle qu'amendée

IL EST RÉSOLU QUE le NSTU explore des options pour éliminer l'obligation pour les membres de payer les frais d'inscription à l'avance pour la Conférence des associations professionnelles du NSTU et fasse un rapport au Comité exécutif provincial d'ici au 15 septembre 2015. (*Comté d'Halifax*)

Généralités

015-57 Adoptée

IL EST RÉSOLU QUE le NSTU soutienne l'idée que tous les travailleurs devraient recevoir un salaire minimum vital.

(Dartmouth)

2015-58 Retirée

IL EST RÉSOLU QUE le NSTU demande que la Fédération canadienne des enseignants adresse une pétition à l'Agence du revenu du Canada pour permettre aux enseignants de déclarer un bureau à domicile.

(Richmond)

2015-59 Adoptée

IL EST RÉSOLU QUE la politique 79 – Fermeture (ou restructuration) des établissements scolaires soit amendée comme suit :

79. FERMETURE (OU RESTRUCTURATION) DES ÉTABLISSEMENTS SCOLAIRES

- (a) Le Nova Scotia Teachers Union reconnaît que la fermeture ou la restructuration d'une école au sein d'une communauté est un problème qui a un tel impact sur cette communauté qu'elle nécessite la coopération la plus étroite entre les autorités scolaires et la communauté.
- (b) Le Nova Scotia Teachers Union recommande que les principes suivants soient pris en compte lorsqu'on envisage la fermeture (ou la restructuration) d'un établissement scolaire :
 - (i) L'école est un élément essentiel de l'identité d'une communauté.
 - (ii) Le sentiment d'appartenance à une communauté est un aspect important de la qualité de vie dans la province de la Nouvelle-Écosse.
 - (iii) Les écoles ne devraient pas être déclarées excédentaires uniquement sur la base du déclin des inscriptions.
 - (iv) Il devrait être reconnu que la capacité excédentaire peut être temporaire, étant donné qu'on peut s'attendre à des modifications du volume des inscriptions à l'avenir.
 - (v) L'utilisation des écoles excédentaires à d'autres fins pédagogiques devrait être sérieusement envisagée.
 - (vi) Les écoles ayant une capacité excédentaire pourraient être modifiées pour répondre à des besoins et à des objectifs communautaires.
 - (vii) La modification des installations scolaires excédentaires devrait être temporaire pour permettre une reconversion rapide à un usage scolaire.
 - (viii)Les autorités municipales et le ministère de l'Éducation et du Développement de la petite enfance devraient coopérer activement avec d'autres organismes gouvernementaux comme Promotion et protection de la santé le ministère de la Santé et du Mieux-être et Développement économique le ministère du Développement économique et rural et tu Tourisme en vue de la conversion de la capacité scolaire excédentaire.
 - (ix) Lorsque la fermeture d'une école est envisagée, un avis public de la fermeture prévue devrait être donné au moins deux ans à l'avance et la planification devrait suivre les critères établis dans le modèle suivant.

 Identification des fermetures possibles d'écoles
 - a. Au plus tard au mois d'octobre, le conseil scolaire devrait revoir le nombre des inscriptions à la date du 30 septembre de cette année.
 - b. Si la fermeture d'une école est prévue à partir de ces nombres, un Comité de révision d'école devrait être établi.
 - (x) Les tendances à la fois précédentes et projetées en matière d'inscriptions doivent être examinées.
 (xi) Apporter le soutien nécessaire à l'école et à ses programmes durant la
 - (xi) Apporter le soutien nécessaire à l'école et à ses programmes durant la période d'examen.
 - (xii) Envisager les effets de la fermeture (ou de la restructuration) sur les programmes.
 - (xiii)Envisager les effets de la fermeture (ou de la restructuration) sur la distance que doivent parcourir les élèves pour se rendre à l'école.
 - (xiv) Une communication régulière devrait se poursuivre avec tous les intervenants tout au long du processus d'examen de l'école.
 - (xv) Les enseignants devraient bénéficier de temps suffisant et de soutien adéquat pour effectuer la transition de l'école qui ferme à l'école qui reçoit.
- (c) MEMBRES DU COMITÉ DE RÉVISION D'ÉCOLE
 - (i) Le Comité de révision d'école devrait comprendre le directeur général des écoles ou son représentant désigné, un membre du conseil scolaire, au moins deux parents d'élèves de l'école à l'examen, le directeur de chaque école à l'examen ou son représentant.

- (ii) Parmi ce groupe, le conseil scolaire désignera le président du Comité de révision d'école.
- (iii) Des fonctionnaires municipaux comme le maire ou le préfet et les représentants de la région aux conseils municipaux devraient être invités à toutes les réunions du comité.
- (iv) Des personnes ressources, en particulier des agents municipaux de planification, devraient être assignés au comité pour jouer un rôle consultatif.

(d) FONCTIONS DU COMITÉ DE RÉVISION D'ÉCOLE

- (i) Examiner les données géographiques et faire un rapport au conseil scolaire sur les tendances en matière d'inscription au cours des cinq dernières années et les projections pour les cinq prochaines années.
- (ii) Tenir des réunions publiques destinées à informer la communauté au sujet de l'examen de l'école, à fournir des renseignements à la communauté, à recevoir et à noter les suggestions de la communauté et à élire un ou plusieurs représentants des parents au Comité de révision d'école.
- (iii) Envisager les mesures qui pourraient être prises pour aider l'école et son programme durant la période d'examen et faire des recommandations au conseil scolaire.
- (iv) Envisager la possibilité de réorganiser les bâtiments scolaires dans la région et faire des recommandations au conseil scolaire.
- (v) Envisager toute autre question apparentée et faire un rapport au conseil scolaire, y compris:
 - (a) distance du lieu de résidence, en particulier, horaires des transports scolaires;
 - (b) impacts sur le programme;
 - (c) l'école en tant que facteur social dans la communauté;
 - (d) autre usage possible des bâtiments scolaires;
 - (e) condition matérielle des bâtiments;
 - (f) impacts sur l'administration et les membres;
 - (g) communication avec les parents et le public;
 - (h) mise au courant des élèves;
 - (i) transferts optionnels;
 - (j) communication aux autres niveaux de gouvernement.
- (vi) Présenter des rapports intérimaires au conseil scolaire en temps voulu.
- (vii) Présenter un rapport final au conseil scolaire à un moment spécifié par le conseil scolaire dans ses recommandations.
- (viii)Lors d'une réunion communautaire, présenter un rapport à la communauté desservie par l'école à l'examen; ce rapport comportera les observations et les recommandations faites par le Comité de révision d'école

(e) PROCÉDURES À SUIVRE PAR LE CONSEIL SCOLAIRE

- (i) Dans les cas où le conseil scolaire a approuvé la réorganisation d'une école : a. La date d'entrée en vigueur sera déterminée par le conseil scolaire.
 - b. Un comité destiné à faciliter la réorganisation de l'école sera établi par le conseil scolaire.
- (ii) Les membres du comité de révision d'école devraient être invités à siéger au comité de facilitation.

La politique révisée se lirait comme suit :

79. Fermeture (ou restructuration) des établissements scolaires

- (a) Le Nova Scotia Teachers Union reconnaît que la fermeture ou la restructuration d'une école au sein d'une communauté est un problème qui a un tel impact sur cette communauté qu'elle nécessite la coopération la plus étroite entre les autorités scolaires et la communauté.
- (b) Le Nova Scotia Teachers Union recommande que les principes suivants soient pris en compte lorsqu'on envisage la fermeture (ou la restructuration) d'un établissement scolaire:
 - (i) L'école est un élément essentiel de l'identité d'une communauté.
 - (ii) Le sentiment d'appartenance à une communauté est un aspect important de la qualité de vie dans la province de la Nouvelle-Écosse.
 - (iii) Les écoles ne devraient pas être déclarées excédentaires uniquement sur la base du déclin des inscriptions.
 - (iv) Il devrait être reconnu que la capacité excédentaire peut être temporaire, étant donné qu'on peut s'attendre à des modifications du volume des inscriptions à l'avenir.
 - (v) L'utilisation des écoles excédentaires à d'autres fins pédagogiques devrait être sérieusement envisagée.
 - (vi) Les écoles ayant une capacité excédentaire pourraient être modifiées pour répondre à des besoins et à des objectifs communautaires.
 - (vii) La modification des installations scolaires excédentaires devrait être temporaire pour permettre une reconversion rapide à un usage scolaire.
 - (viii)Les autorités municipales et le ministère de l'Éducation et du Développement de la petite enfance devraient coopérer activement avec d'autres organismes gouvernementaux comme le ministère de la Santé et du Mieux-être et le ministère du Développement économique et rural et tu Tourisme en vue de la conversion de la capacité scolaire excédentaire.
 - (ix) Lorsque la fermeture d'une école est envisagée, un avis public de la fermeture prévue devrait être donné au moins deux ans à l'avance.
 - (x) Les tendances à la fois précédentes et projetées en matière d'inscriptions doivent être examinées.
 - (xi) Apporter le soutien nécessaire à l'école et à ses programmes durant la période d'examen.
 - (xii) Envisager les effets de la fermeture (ou de la restructuration) sur les programmes.
 - (xiii)Envisager les effets de la fermeture (ou de la restructuration) sur la distance que doivent parcourir les élèves pour se rendre à l'école.
 - (xiv) Une communication régulière devrait se poursuivre avec tous les intervenants tout au long du processus d'examen de l'école.
 - (xv) Les enseignants devraient bénéficier de temps suffisant et de soutien adéquat pour effectuer la transition de l'école qui ferme à l'école qui reçoit.

(Comité exécutif provincial)

2015-60 Adoptée

IL EST RÉSOLU QUE la politique no 80, Maladies transmissibles, soit modifiée comme

- 80. MALADIES TRANSMISSIBLES
 - (a) Les membres qui constatent la présence de pédiculose ou de toute autre d'une maladie transmissible au cours d'une inspection superficielle doivent signaler le problème à la directrice de l'école.
 - La directrice devra aviser les parents ou le tuteur et demander que l'enfant reçoive des soins médicaux appropriés.
 - L'école devra notifier le médecin hygiéniste ou toute autre autorité concernée signaler aux services de santé publique toute maladie transmissible qui est identifiée dans la Health Protection Act et les Notifiable Diseases and Conditions Regulations et qui doit être déclarée conformément à la loi.
 - Lorsqu'à l'occasion d'une inspection superficielle, on constate des signes de propagation d'une maladie transmissible d'un enfant à un autre, la directrice d'école devra aviser le parent ou le tuteur et devra aviser sur-le-champ les autorités de la santé publique pour demander de l'aide.

(Comité exécutif provincial)

2015-61 Adoptée

IL EST RÉSOLU QUE la politique 87 – MEDICARE soit modifiée en supprimant les mots « essentiellement les femmes » dans le paragraphe (f).

La politique modifiée se lirait comme suit :

(f) La nécessité de s'écarter d'un modèle de rémunération à l'acte pour adopter une approche à base communautaire et multidisciplinaire à la gestion, à l'organisation et à la prestation des services et des soins. Le niveau de services doit être suffisant pour que la charge des soins ne retombe pas sur les familles, essentiellement les femmes.

(Comité exécutif provincial)

2015-62 Adoptée

IL EST RÉSOLU QUE la politique 92 – MISE À DISPOSITION DES INSTALLATIONS NÉCESSAIRES soit modifiée en ajoutant les mots « et des toilettes sans distinction de sexe » après le mot « personnel ».

La politique modifiée se lirait comme suit :

Certaines installations minimales devraient être accessibles aux membres sur les lieux de travail, par ex. des toilettes pour le personnel et des toilettes sans distinction de sexe. (Comité exécutif provincial)

2015-63

IL EST RÉSOLU QUE la politique no 93, Pornographie, soit amendée comme suit :

93. PORNOGRAPHIE

- (a) Le NSTU s'oppose au téléchargement, à l'importation, à la production, à la distribution, à la vente, à la diffusion ou à l'exposition publique de matériel pornographique, sous forme électronique ou autre pornographie juvénile sous quelle forme que ce soit.
- (b) La pornographie est définie comme tout matériel écrit ou visuel qui représente ou décrit des comportements sexuels qui sont dégradants, exploiteurs ou abusifs à l'égard d'un ou de plusieurs des participants, d'une manière qui cautionne la dégradation.
- (b) Les membres du NSTU ne devraient pas accéder à du matériel pornographique, sous quelle forme que ce soit ou à tout moment que ce soit :
 - (i) en utilisant une technologie ou un accès fournis par l'employeur
 - (ii) sur les lieux de travail

La politique révisée se lirait comme suit :

93. PORNOGRAPHIE

- (a) Le NSTU s'oppose au téléchargement, à l'importation, à la production, à la distribution, à la vente, à la diffusion ou à l'exposition publique pornographie juvénile sous quelle forme que ce soit.
- Les membres du NSTU ne devraient pas accéder à du matériel pornographique, sous quelle forme que ce soit ou à tout moment que ce soit :
 - (i) en utilisant une technologie ou un accès fournis par l'employeur
- (ii) sur les lieux de travail

(Comité exécutif provincial)

Adoptée

IL EST RÉSOLU QUE la politique 94 – BRISEURS DE GRÈVE soit incorporée à la politique 101 GRÈVE DU PERSONNEL DE SOUTIEN. La politique 94 deviendrait le paragraphe (f).

(f) Le NSTU soutient la Nova Scotia Federation of Labour (Fédération des travailleurs de la Nouvelle-Écosse) en préconisant une législation qui interdit l'usage de briseurs de grève pour remplacer des travailleurs en grève légale dans la province de la Nouvelle-Écosse.

(Comité exécutif provincial)

2015-65 Adoptée

IL EST RÉSOLU QUE la politique 99 DOTATION EN PERSONNEL DES PETITES ECOLES SECONDAIRES et la politique 100 DOTATION EN PERSONNEL DES PETITES ECOLES soient combinées. La politique 100 DOTATION EN PERSONNEL DES PETITES ECOLES deviendrait le paragraphe (a) sous (b)(l) dans la politique 99 DOTATION EN PERSONNEL DES PETITES ECOLES SECONDAIRES. Les paragraphes suivants seraient redésignés en conséquence.

(a) La dotation en personnel des petites écoles ne devrait pas être basée sur le nombre d'élèves mais plutôt sur les cours qui doivent être offerts pour l'obtention du diplôme de fin d'études secondaires.

(Comité exécutif provincial)

Adoptée 2015-66

IL EST RÉSOLU QUE la politique 104 – POLITIQUE RELATIVE À L'USAGE DE L'INTERNET ET DES TECHNOLOGIES DE COMMUNICATION soit modifiée comme suit:

- Remplacer « ministère de l'Éducation » par « ministère de l'Éducation et du Développement de la petite enfance » dans l'ensemble de la politique.
- Remplacer le titre « Politique relative à l'usage de l'internet et des technologies de communication » par « Cyberconduite convenable en ligne ».

- Amender (3)(c)i en remplaçant « montrer l'exemple, et adopter » par « exemplifier, démontrer et enseigner ».
- Amender (7)(a) en supprimant le mot « élaborer » et en le remplaçant par les mots « continuer à élargir ».

La politique se lirait maintenant comme suit :

- 104. Politique relative à l'usage de l'Internet et des technologies de communication (cyberintimidation) Cyberconduite convenable en ligne
 - (1) Le NSTU adopte les définitions suivantes au sujet de l'usage approprié de l'Internet et des technologies de communication :
 - (a) Cyberconduite convenable : Établissement de relations éthiques, légales et positives entre et parmi les membres de la communauté scolaire, relations qui reflètent un comportement respectueux et responsable lors de l'utilisation des technologies d'information et de communication.
 - (b) La cyberconduite convenable comporte un ensemble de règles régissant le comportement approprié en ligne. En milieu scolaire, les exemples de cyberconduite convenable sont les suivants :
 - (i) maintenir des normes professionnelles lors des communications avec les membres, les élèves, les parents et les administrateurs scolaires
 - (ii) s'abstenir de visiter des sites Web illégaux
 - (iii) s'abstenir d'utiliser la technologie pour se livrer à des activités criminelles
 - (iv) s'abstenir de communiquer des renseignements confidentiels au sujet des élèves, des parents, des membres et du personnel administratif
 - (v) s'abstenir de profiter de l'anonymat de l'Internet pour intimider ou harceler d'autres personnes
 - (vi) s'abstenir d'envoyer du pourriel à une personne avec qui on est en désaccord
 - (vii) s'abstenir d'afficher des photos personnelles de soi-même ou d'autres personnes sur les sites de réseautage social sans prendre les précautions appropriées.
 - (c) Cyberintimidation: Utilisation des technologies d'information et de communication dans le but d'intimider, d'embarrasser, de menacer ou de harceler une autre personne. Cela couvre également l'usage des technologies d'information et de communication pour se livrer à une conduite ou à un comportement désobligeant, diffamatoire, dégradant, illégal ou violent.
 - (d) Technologies d'information et de communication : Matériel comprenant, entre autres, toutes les technologies et tous les systèmes courants ou émergents, fixes ou sans fil, que peuvent employer les individus ou les groupes pour communiquer, se divertir, gérer des données, traiter des textes, avoir accès à Internet, saisir et enregistrer des images, enregistrer des sons et transmettre, recevoir ou stocker de l'information.
 - (e) Milieu scolaire sécuritaire: Dans le contexte de la cyberconduite, il s'agit d'un milieu où l'enseignement et l'apprentissage se font en tirant parti de toutes les possibilités éducatives, de l'influence et du potentiel des technologies d'information et de communication. Il s'agit également d'un milieu équitable où les personnes qui utilisent ces technologies ne sont ni la cible ni la source de risques ou d'abus associés à celles-ci.
 - (2) Le NSTU est d'avis que l'approche adoptée par tous les partenaires de l'éducation concernant l'usage convenable de l'Internet et des technologies de communication devrait s'appuyer sur les principes directeurs suivants :
 - (a) L'établissement d'écoles sécuritaires et chaleureuses offrant aux membres et aux enfants un milieu d'enseignement et d'apprentissage sain doit constituer une priorité provinciale.
 - (b) La société dans son ensemble partage la responsabilité de créer des milieux d'apprentissage favorables y compris des cyberespaces qui favorisent le respect et la compréhension et sont exempts de cyberconduite inconvenante, et en particulier de cyberintimidation.
 - (c) Il est nécessaire de concilier les droits des individus à la liberté d'information, de penser, de croyances, d'opinion et d'expression avec les droits et les responsabilités des parents, des tuteurs et de la communauté scolaire, y compris le droit de guider les individus à faire un usage responsable des technologies d'information et de communication.
 - (d) Toute intervention en cas de cyberconduite répréhensible ou de cyberintimidation doit viser à protéger les élèves, les membres et la communauté scolaire.
 - (e) La cyberconduite répréhensible, y compris la cyberintimidation, porte préjudice à l'apprentissage des élèves et à l'ambiance de travail des membres et doit constituer une importante préoccupation en matière de santé et de sécurité au travail.
 - (f) Qu'elle ait sa source à l'école ou dans la communauté au sens large, la cyberconduite répréhensible qui porte préjudice au climat et à la culture scolaire justifie l'intervention du conseil scolaire, y compris l'imposition de sanctions, s'il y a lieu, contre les personnes fautives.
 - (g) L'intervention doit être rapide et décisive pour combattre efficacement la cyberconduite répréhensible et la cyberintimidation. Des stratégies et des interventions variées sont nécessaires pour régler ce problème complexe et multidimensionnel.
 - (3) Le NSTU est fermement convaincu que l'éducation est le pilier essentiel pour permettre un usage approprié de l'Internet et des technologies de communication.
 - (a) L'éducation, qui est la mesure de prévention la plus efficace pour lutter contre la cyberconduite répréhensible et la cyberintimidation au sein des communautés scolaires, est la responsabilité partagée des élèves, des membres, des parents, des administrateurs, des conseils scolaires, des communautés et des webmestres.
 - (b) L'éducation visant à prévenir la cyberintimidation est nécessaire, voire essentielle, pour aborder et éviter les préjudices liés au cyberespace et protéger les élèves et les membres. Elle favorise des cyberexpériences positives et enrichissantes et des interactions constructives en milieu scolaire.
 - (c) Les principes de lutte contre l'intimidation sont à la base de la cyberconduite convenable et de la prévention de la cyberintimidation. L'éducation doit :
 - (i) montrer l'exemple, et adopter exemplifier, démontrer et enseigner une cyberconduite convenable

- (ii) adopter une approche visant l'ensemble de l'école et l'ensemble de la communauté
- (ii) mettre l'accent sur la prévention, la protection et l'intervention et, dans la mesure du possible, appliquer une justice réparatrice en cas de violation.
- (d) Le personnel enseignant et les membres de la communauté scolaire, y compris les parents, doivent avoir accès à des activités d'apprentissage capables de fournir des informations courantes et pertinentes au sujet des technologies d'information et de communication en pleine évolution, de la cyberconduite convenable et des stratégies de prévention de la cyberintimidation. Ces programmes devraient être offerts par de multiples intervenants y compris les conseils scolaires, le NSTU, le ministère de l'Éducation et du Développement de la petite enfance et les fournisseurs de services Internet ou de sites Web.
- (e) Les principes, les méthodes et les interventions pour une sensibilisation efficace à la cyberconduite convenable et à la lutte contre la cyberintimidation consistent notamment à :
 - (i) mettre au point du matériel pédagogique en partenariat avec tous les intervenents:
 - (ii) diffuser ce matériel pédagogique au sujet de la cyberconduite convenable dans l'ensemble de la communauté scolaire;
 - (iii) reconnaître que les éducateurs, les membres, les élèves, les parents et l'ensemble de la communauté scolaire, y compris les fournisseurs de services ou de sites, ont la responsabilité de travailler en vue d'éliminer la cyberconduite répréhensible et la cyberintimidation dans le milieu d'enseignement et d'apprentissage;
 - (iv) veiller à ce que le matériel et l'information contiennent des directives à suivre pour une cyberconduite sécuritaire et appropriée et fasse des recommandations sur les mesures à prendre en cas de cyberconduite répréhensible;
 - (v) établir les sanctions à appliquer en cas de cyberconduite répréhensible ou de cyberintimidation portant préjudice au climat et à la culture scolaires.
- (f) Le NSTU est d'avis que les programmes de formation du personnel enseignant devraient comporter :
 - (i) Des informations complètes et courantes au sujet de la cyberconduite convenable et des mesures de prévention de la cyberintimidation. Cela devrait inclure des données, des faits et des exemples réalistes de situation
 - (ii) Des plans de leçons et des stratégies susceptibles d'aider les membres à reconnaître et à gérer la cyberconduite répréhensible et la cyberintimidation en classe et dans la communauté scolaire.
 - (iii) Des informations et des expériences pratiques portant sur les technologies d'information et de communication nouvelles et émergentes.
- (4) Tous les membres de la communauté scolaire exercent des rôles et des responsabilités précis.
 - (a) Élèves
 - (i) Qu'ils soient à la maison, à l'école et ailleurs, les élèves doivent respecter les principes de cyberconduite convenable et se conformer aux principes et aux politiques d'usage acceptable.
 - (ii) Ils doivent signaler à un adulte compétent tout cas d'intimidation dont ils sont personnellement victimes ou dont ils sont témoins.
 - (iii) Les élèves sont invités à s'intéresser et à participer activement aux activités du conseil scolaire concernant la cyberconduite et la lutte contre la cyberintimidation, notamment l'élaboration de politiques et de programmes d'éducation.
 - (b) Parents et tuteurs
 - (i) Nous invitons les parents à :
 - (1) favoriser, à la maison, une cyberconduite convenable et un comportement propre à la lutte contre la cyberintimidation.
 - (2) se familiariser avec les technologies d'information et de communication et les sites Web utilisés par leur enfant.
 - (3) conclure une entente d'utilisation acceptable des technologies d'information et de communication à la maison, qui décrit clairement les sanctions qui seront uniformément appliquées.
 - (4) placer les ordinateurs et les autres appareils faisant appel aux technologies d'information et de communication dans un espace ouvert et commun et y installer des logiciels filtrants.
 - (5) vérifier si le conseil scolaire a une politique relative à la cyberconduite et à la lutte contre la cyberintimidation et en prendre connaissance. En l'absence d'une telle politique, les parents devraient s'efforcer d'en faire adopter une par le biais du comité des parents.
 - (6) s'intéresser et participer activement aux activités du conseil scolaire en matière de cyberconduite et de lutte contre la cyberintimidation, notamment l'élaboration de politiques et les programmes d'éducation.
 - (7) maintenir le dialogue ouvert avec leurs enfants au sujet de la cyberconduite convenable et de la cyberintimidation et prendre toute plainte de cyberintimidation très au sérieux.
 - (8) être au fait et à l'affût de tout comportement susceptible d'indiquer que leur enfant est victime d'intimidation.
 - (ii) Lorsqu'un enfant est victime de cyberintimidation, ses parents doivent l'aider à déterminer la meilleure façon de réagir. Ils peuvent consulter le conseil scolaire au sujet de sa politique de cyberconduite et de lutte contre la cyberintimidation et demander l'aide du personnel de l'école.
 - (c) Nous invitons les membres à :
 - (i) donner l'exemple d'une cyberconduite convenable.
 - (ii) respecter le code de déontologie professionnelle ainsi que la politique du conseil scolaire concernant la cyberconduite convenable et la prévention de la cyberintimidation.
 - (iii) participer, dans le cadre de ses activités habituelles de perfectionnement professionnel et de formation en cours d'emploi, à des sessions de perfectionnement professionnel pour se familiariser avec les moyens de prévention de la cyberintimidation, les mesures et les interventions relatives à la cyberconduite et à la cyberintimidation.

- (iv) évaluer les incidents de cyberconduite répréhensible ou de cyberintimidation entre les élèves ou entre un élève et un membre et intervenir de manière appropriée.
- (d) Nous invitons les écoles et les conseils scolaires à
 - (i) élaborer et adopter en collaboration des politiques et des procédures appropriées en matière de cyberconduite et de lutte contre la cyberintimidation et les communiquer à toutes les personnes intéressées.
 - (ii) permettre aux élèves de participer et de contribuer activement aux activités du conseil scolaire en matière de cyberconduite et de lutte contre la cyberintimidation, notamment à l'élaboration de politiques et de programmes d'éducation.
 - (iii) élaborer les principes qui sous-tendent des politiques et des procédures efficaces et appropriées en matière de cyberconduite et de prévention de la cyberintimidation y compris :
 - (1) Une entente d'utilisation acceptable associée à un processus de contrôle, d'évaluation et de règlement des plaintes.
 - (2) Une définition claire et exhaustive de la cyberconduite convenable et inappropriée, des privilèges d'accès établis et des sanctions identifiables en cas de cyberconduite répréhensible.
 - (3) Une description des responsabilités des élèves, du personnel enseignant, des parents et des conseils scolaires en matière de cyberconduite.
 - (4) Une déclaration stipulant que les politiques et les procédures s'appliquent à toute forme de cyberconduite répréhensible et de cyberintimidation qui porte préjudice au milieu scolaire, qu'elle ait ou non sa source dans l'école.
 - (5) Un calendrier précis pour la mise à jour régulière des politiques et des procédures.
- (5) Le ministère de l'Éducation et du Développement de la petite enfance de la Nouvelle-Écosse doit promouvoir et préconiser publiquement la cyberconduite convenable et la lutte contre la cyberintimidation dans la communauté scolaire en prenant les mesures suivantes :
 - (a) élaborer et offrir des programmes d'études, des programmes de formation, des politiques et des directives ainsi que du matériel d'éducation du public au sujet de la cyberconduite convenable et de l'évolution des technologies d'information et de communication.
 - (b) modifier la *Loi sur l'éducation* et ses règlements pour prendre en compte l'influence des technologies d'information et de communication et pour apporter une protection explicite aux membres et aux élèves contre la cyberconduite répréhensible et la cyberintimidation.
 - (c) prévoir des ressources suffisantes pour permettre aux communautés scolaires de lutter contre la cyberconduite répréhensible et la cyberintimidation.
 - (d) entreprendre des recherches ou collaborer à des recherches en cours au sujet de la cyberconduite convenable et de la cyberintimidation.

- (6) Le gouvernement de la Nouvelle-Écosse doit reconnaître les répercussions énormes de la cyberconduite répréhensible et de la cyberintimidation sur la scène publique.
 - (a) demander au gouvernement fédéral d'apporter des modifications au Code criminel du Canada et à la Loi sur le système de justice pénale pour les adolescents afin de stipuler que l'utilisation des technologies d'information et de communication pour transmettre un message proférant des menaces de mort ou de lésions corporelles ou perpétuant la peur et l'intimidation constitue une infraction punissable en vertu du code.
 - (b) promulguer de nouvelles lois concernant les technologies d'information et de communication, la cyberconduite répréhensible et la cyberintimidation afin de protéger les membres et les élèves contre les préjudices éventuels.
 - (c) modifier les lois concernant la santé et la sécurité au travail, les droits de la personne et les accidents du travail afin d'y inclure une protection contre la cyberconduite répréhensible et la cyberintimidation.
 - (d) mener chaque année, avec le concours des partenaires, une campagne permanente de sensibilisation du public axée sur la cyberconduite convenable et la prévention de la cyberintimidation.
 - (e) coordonner les efforts des autres ministères pour appuyer le ministère de l'Éducation **et du Développement de la petite enfance** (Justice, Services sociaux, Santé) en renforçant la protection contre la cyberconduite répréhensible et la cyberintimidation et en soutenant les objectifs fixés.
- (7) Les fournisseurs de sites Web et les fournisseurs de services d'Internet et de télécommunications ont une part de responsabilité pour ce qui est de l'usage approprié de l'Internet et des technologies de communication.
 - (a) Les fournisseurs de sites Web et les fournisseurs de services Internet et de télécommunications doivent élaborer continuer à élargir et appliquer des politiques sur l'usage acceptable, la cyberconduite convenable et la lutte contre la cyberintimidation et veiller à ce que le processus permettant de signaler les cas de cyberconduite répréhensible ou de cyberintimidation soit clairement communiqué et facilement accessible aux utilisateurs.
 - (b) Les fournisseurs de sites Web et les fournisseurs de services Internet et de télécommunications doivent faire une enquête approfondie sur toute plainte de cyberconduite répréhensible ou de cyberintimidation et prendre les mesures qui s'imposent (retirer le contenu concerné de tous les liens, y compris dans les archives) lorsqu'il existe des preuves manifestes qu'un site est le théâtre de cyberconduite répréhensible ou de cyberintimidation.
 - (c) Les fournisseurs de sites Web et les fournisseurs de services Internet et de télécommunications doivent s'associer au NSTU, à la Conference of Atlantic Provinces Teacher Organizations (CAPTO) et à la Fédération canadienne des enseignants (FCE) pour soutenir et faciliter la mise au point et l'administration d'initiatives appropriées en matière de cyberconduite et de lutte contre la cyberintimidation.

(Comité exécutif provincial)

Giveaway provides great resource for Hammonds Plains school



Diane Peach (centre), teacher-librarian at Hammonds Plains Consolidated school was the lucky winner of a book giveaway through The Teacher. She is shown above in the school's library with Erin Ridgley's Grade 5 class. The library now has a special collection of the Anne of Green Gables — Anne and Emily Series by Lucy M. Montgomery. Peach was very pleased to be able to add the collection to the library.

Council Highlights 2015

NSTU past president's dinner

During this year's Annual Council NSTU Past Presidents met with current president Shelley Morse, executive director Joan Ling and other Canadian Teachers' affiliate members for dinner held on May 9 at the Delta Barrington. This event honours the contributions of former NSTU presidents and provides a networking opportunity for leaders from other teacher organizations across Canada.



Shown on the left (l-r): Donnie MacIntyre (1996-2000); Brian Forbes (2000-04); Russell MacDonald (1990-92); Harold Doucette (1980-84); Joseph Maidment (1976-78); Karen Willis Duerden (1986-90); Mary-Lou Donnelly (2004-08); Alexis Allen (2008-2012); NSTU president Shelley Morse; and John MacDonald (1992-96).

Past presidents unable to attend the dinner: Mary Roach (1972-74); Dominique Henry (1974-76); and Gregory O'Keefe (1978-80).



Canadian Teachers' Federation guests



(l-r): NSTU president Shelley Morse; Alex Davidson CTF International Program Officer; CTF president-elect Heather Smith; James MacCormack, vice-president Elementary Teachers Federation of Ontario; NSTU executive director Joan Ling; and James Ryan, Ontario English Catholic Teachers Association president.



Former vice-presidents and presidents of the Canadian Teachers' Federation are shown above. (I-r): Donnie MacIntyre; Alexis Allen; Russell MacDonald; current CTF vice-president Shelley Morse; CTF president-elect Heather Smith; John MacDonald; KarenWillis Duerden; and former CTF president Mary-Lou Donnelly (2009-11). Former CTF president missing from the photo: Gregory O'Keefe.

Annual Council Photo Booth

The NSTU set up a photo booth at this year's Annual Council encouraging delegates to get their photos taken with poster boards that included: #NSTUProud, #NSTUCouncil, and I love teaching. Delegates were also encouraged to talk about why they love teaching on video to remind the public why teachers do what they do and reinforce a passion for public education. The footage will be used for future public education promotional campaigns. The idea for this initiative stemmed from the Halifax County Local Communications Committee who took the idea to the HRRC regional Communications Committee to submit to the provincial body. Members were encouraged to share their photos on social media with the hashtags #NSTUProud #NSTUCouncil and #ILoveTeaching.



CTF president-elect Heather Smith is shown with NSTU president Shelley Morse.



Halifax County Local members Tracey Power and Michelle Holman were the first Council delegates to take advanctage of the NSTU Photo Booth.



Members of the Queens Local are shown above.



Members of HRRC: Halifax County Local president Meg Ferguson, Dartmouth Local president Mark Savoury and Halifax City Local president Liette Doucet.



Members of the Kings Local.

Local Service Awards 2015



Above are recipients of this year's Local Service Awards, which were presented at an Awards Luncheon on May 9 during Annual Council 2015. These awards recognize the outstanding contribution of members who provide leadership and service at the Local level.

Front row: Larry Fitzgerald (Yarmouth); NSTU president Shelley Morse; Carol Ann King (Cumberland); Lorna Trethewey and Joel Fraser (Halifax County); Theresa Pelley (Kings); Gary Schmidt (Hants West); Elizabeth Fraser (Halifax County); and Peggy Joiner (Community College). Back row: Ann Windsor Hall (Community College); Rena Balcom (Shelburne County); Irene Legere (Cumberland); Leo Campbell (Queens); Robert Beardsley (Cumberland); Susan Noiles and Turk MacDonald (Halifax County); Sheila Hawley (Inverness) and Dominique Duchesne (Halifax County). Missing: Eric Boutilier (Colchester-East Hants); Susan Cameron (Guysborough County); and James Rooney (Halifax City).

Annapolis Local retirement banquet



The Annapolis Local retirement took place at Annapolis Basin Conference Centre in Cornwallis on June 7. From left to right: Annapolis Local president KristaWright; Julie Mann (VP, Bridgetown Regional High); Dr. Meredith Burton (resource teacher, BRHS); Richard Bennett (music teacher, Middleton Regional High); Michael Baltzer (principal, Bridgetown Regional Elementary); NSTU president Shelley Morse; and Bonnie Hatt (teacher, Middleton Regional High).

Cumberland Local retirement toast



The Cumberland Local retirement toast took place at Breakfast at Brittney's in Amherst on May 30, 2015 — Front row (l-r) (retirees): Holly Faulkner, Doreen Richard, Sandra Meekins, Pat Spicer, and Judy Davis. Back row (l-r): Cumberland provincial executive member Pat Hillier; NSTU president Shelley Morse; retirees Robert Beardsley, Diane Brown, Louise Cloutier, Roland Dulong, Susan Rector, Dorothy Clarke, Gary Clarke, and Carol Ann King; and Cumberland Local president Wade Van Snick.

Digby Local Retirement brunch



The Digby Local retirement brunch took place on June 7 at the Digby Pines Resort. From left to right: Tri-County RRC Chair Michelle Heighton; NSTU first vice-president Wally Fiander; Shelburne County Local president Dawn Smith; Yarmouth Local president Rollie Hannem; Digby Local president Krista Moore; retirees Jane Power Grimm, Digby Elementary, and Chris McCaig, Digby Regional High School; and NSTU president Shelley Morse.

Hants West Local retirement dinner



Hants West retirement celebrations were held at the Brooklyn Civic Centre on June 4. From Left to right: Hants West Local President Tami Cox Jardine; retiree Gary Schmidt (Avon View High School) and Belinda Snow (Avon View High School); NSTU president Shelley Morse; retirees Bev Lake (Windsor Elementary), Tina Mumford-Kehoe (Falmouth & Windsor Forks), Brenda Landry (Brooklyn District School) and Judy Maxwell (Newport Station Elementary).

Aspiring Leaders in Nova Scotia's Schools

by Debbie McIsaac, NSTU Executive Staff Officer, Professional Development

The role of the principal, as school instructional leader, is crucial to the development and success of school improvement and student learning. Being immersed in an ever changing landscape of teaching, learning, and leading, administrators need to be empowered to lead our schools. In the face of change and challenges, they must be prepared to create a community of collaboration and collegiality aimed at meeting the needs of students, educators and society.

Research has established that leadership is second only to teaching among school-related factors as an influence on learning (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Principals, can, and do, make a significant impact on what happens in the classroom. As instructional leaders in their school, principals are much more than managers, data collectors and disciplinarians. The complexity of the role requires the skills and abilities to deal with the ever increasing workload, socioeconomic and cultural demands, use of technology and social media, as well as the demand for accountability.

To address the need to build strong leadership and capacity in instructional leaders in schools across our province, a province-wide team was established to develop a new Aspiring Leaders Program. The team is representative of the Department of Education and Early Childhood Development, regional school boards, universities, administrators, the Nova Scotia Teachers Union, the Nova Scotia Educational Leadership Consortium (NSELC), and the Nova Scotia Instructional Leadership Academy (NSILA). Following the success of the NSELC modules and the Instructional Leadership Academy, this program will be designed to offer aspiring leaders a critical professional learning experience while providing the opportunity to build networks of support, as well as affording a residency component in a school other

The program extends over 13 months beginning in August 2015. The design team has outlined the organizational structure of the Aspiring Leaders Program with an emphasis on the development of seven seminars, beginning Friday afternoon and continuing into Saturday and two summer institutes in August 2015 and August 2016. An eight day residency component will be integrated throughout the program. The participants will complete the program as a cohort, in locations to be determined, m and will be granted a certificate following an exit assessment and successful completion of all program components.

The seminars are designed to be highly interactive sessions using case studies, role plays, group problem solving and discussion of real life experiences of



Above are members of the Aspiring Leadership Program design team. From left to right: David MacKinnon, Dean of Research & Grad Studies, Professor in School of Education, Acadia University; Bill Kaulbach, principal Cobequid Education Centre; Jared Purdy, principal, Yarmouth Central School; Margo Tait, Annapolis Valley Regional School Board superintendent; Lawrence Ryan, education consultant; Sandi Carmichael, Nova Scotia Instructional Leadership Academy (NSILA); NSTU executive staff officer Debbie McIsaac; Terry Wadden, NSELC Executive Director and Tony Stewart, NSILA. Missing from photo: Department of Education and Early Childhood Development representative Sharon MacCuspic.

school administrators. They identify eight domains determined as critical to the success of a school administrator to lead in times of change and challenges. Each domain outlines the competencies of understanding and ability the aspiring leader should have upon completion of the program. The content of the seminars will focus on diversity and social justice; school culture and building relationships; leading change; instructional leadership; collaborative learning teams; communication; school management; and student services. All eight domains will demonstrate a direct link to one or more of the four pillars in the Nova Scotia Action Plan for Education 2015.

The eight day residency, which is a site-based residency under the guidance of a mentor principal, will incorporate the learning and skills reflective of each of the seminars. School placements will be determined by Board personnel. Learning activities during the residency will include, but not be limited to, classroom observations and walkthroughs, participation in PLC meetings, staff meetings, parent meetings, SAC meetings, program planning team and committee meetings, presentations to staff, sharing of best practices and debriefing with the principal. Participants will be expected to maintain a learning log of their experience.

Candidates for the program will be required to submit an application to their School Board and selection will be done by Board personnel. Boards will be encouraged to identify their needs as they relate to the Aspiring Leaders Program. Applications will be received and shortlisted based on identified criteria. All applicants will be considered based on quality of the application, references

and in response to the Board's priorities and needs. Successful applicants will go through an interview process that will include questions, a presentation, or performance-based task. Candidates who are not successful will be offered the opportunity to have a debriefing meeting following the selection process. Templates and options for Boards to use during the recruitment and selection process, as well as professional development for mentor principals, will be provided.

The exit assessment for the Aspiring Leaders Program will allow the participant the opportunity to show what they know and have learned upon completion of the seminars, residency and summer institutes in relation to the eight domains. The assessment will include components such as a selfsurvey, mentor survey, reflective writing and an exit interview by an assessment committee at the Board level.

The importance of engaging and supporting aspiring leaders in our schools cannot be overstated. We often hear from our school leaders, in current leadership roles, the need to identify and address the key elements necessary to promote strong leadership and instructional practices. Programs such as the Aspiring Leadership Program aim to meet the particular needs of aspiring leaders and provide a compelling professional learning experience for participants.

Applications are now being accepted for the first cohort. For more information on the program and directions to access the online application for the program, visit the NSELC website (www.nselc.ca).

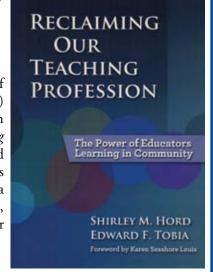


Email your name, home address, and school or campus name with PD Giveaway in the subject line to theteacher@nstu.ca by

Reclaiming Our Teaching Profession By: Shirley M. Hord & Edward F. Tobia

August 21 to be eligible for the draw.

This resource looks into the importance of Professional Learning Communities (PLCs) and how they impact growth and evolution in the education environment. *Reclaiming Our Teaching Profession* by Shirley M. Hord and Edward F. Tobia, published by Teachers College Press, talks about growing as a community, building trust and motivation, learning and overall supporting one another to increase student gain.





by Marc Breaugh Curriculum Committee Chair

The last Curriculum Committee meeting of the year, held on May 1, was extremely informative with several Department of Education and Early Childhood Development directors and consultants presenting. This provided Curriculum Committee members

with a wealth of information regarding the *Minister's Action Plan for Education*, *The 3Rs: Renew, Refocus, Rebuild*, including how its implementation will impact the curriculum as well as the teachers delivering it.

Monica Williams, Executive Director, Centre for Learning Excellence, reiterated that The 3Rs contains actions emanating from three sources: the input of 19,000 Nova Scotians, research and best practice. The Action Plan's overarching goals of increased student achievement in math and literacy and improved career readiness certainly reflects now-or-never report-style priorities. Williams was clear that the Action Plan is not stand-alone in its ideological beliefs, and counts as companion to the leanings of the *Ivany Report*.

The Action Plan is widely regarded as an ambitious plan, undertaking the reduction of learning outcomes and the focus on achievement in math and literacy. For September, a main focus will be on implementing the streamlined curriculum from Primary to Grade 3.

The Department of Education and Early Childhood Development is working with teachers from all school boards throughout the province to provide professional development and direction in the facilitation and implementation of the streamlined curriculum. Additionally, math mentors have been assigned to support teachers with implementation of math programs through targeted funding. Department staff are developing direct links with teachers to work on curriculum development and to receive feedback on curriculum changes.

There are still concerns that, in practice, teachers may not feel adequately prepared for the changes they will be facing beginning in September. How this may impact teachers developing and planning for programming is of concern to the Curriculum Committee. Placing this within context of the 2014 CTF survey results that eighty-five per cent of Nova Scotia teachers surveyed believe stress related

to work-life balance has increased over the last five years, Curriculum Committee members were mindful of these challenging times that teachers already work in.

The Provincial Code of Conduct Policy, as presented by Joanne Syms, the newly appointed Anti-bullying Coordinator, will provide much needed consistency between the Department, Boards, and schools and is predicated on "Establishing Safe and Inclusive Learning Environments." The Curriculum Committee was pleased that the safety of students and teachers was being addressed through this policy.

The Code of Conduct clearly outlines "Acceptable Standards of Behaviour" and "Unacceptable Standards of Behaviour" while advocating proactive and preventative approaches schools can use to help create and sustain such environments. Funding for the restorative schools pilot-project, led by Richard Derible, will continue through 2015-2016, and is based on this mandate.

Schools are responsible for recording and tracking incidents of unacceptable behaviour on Power School. This will assist in gathering information and data to identify areas requiring additional supports, according to the Code of Conduct Policy document. Professional development sessions are being delivered to principals in all boards prior to implementation of this policy.

Further to this Ministerial Policy on the Code of Conduct, there will also be Ministerial Policies released early fall on both attendance and homework.

As The Action Plan continues to roll out, we will likely see many changes that will impact teaching and learning in the classroom, such as how the Business-Education Council will influence curriculum content and teaching standards; how the Centre for Teaching Excellence will, basing itself on these teaching standards, regulate certification, pre-service (BEd) programs, and upgrading; and how will the teacher performance appraisal be linked to these standards?

As the actions outlined in The 3Rs are implemented at both the board and provincial level, communication between the EECD, boards, teachers, and the NSTU is imperative. The complexity of the implementation plan calls for cooperation, consultation and collaboration from all partners to best meet the needs of the students in our province and to have a positive impact on our education system.

EQUITY BOOK REVIEW

Email your name, home address, and school or campus with EQUITY in the subject line to theteacher@nstu.ca by August 21 to be eligible for the draw.

Working with Children and Youth with Complex Needs By: Michael Ungar

No two students are alike and each student has different needs based on their own unique selves. Working with Children and Youth with Complex Needs by Michael Ungar, published by Routledge, is filled with rich stories and techniques from qualified social workers, psychologists, counsellors and youth care workers, to help young people learn the tools to be resilient in the face of difficult situations.





During the school and media tour for the Inverness Local, NSTU president Shelley Morse met with staff at Cape Breton Highlands Academy in Terre Noire, Cape Breton.

From left to right: CBHA NSTU rep Pauline Lelièvre who teaches Yoga 11 and is the Youth Services facilitator; Inverness Local president Angela Deagle; CBHA NSTU rep Myra Muise, who teaches Grade 3/4 French Immersion; and NSTU president Shelley Morse.

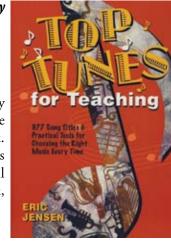


Putting new members in the KNOW!

Email your name, home address, and school or campus with FRESH in the subject line to theteacher@nstu.ca by August 21 to be eligible for the draw.

Top Tunes for Teaching by: Eric Jensen

Music is a powerful tool! *Top Tunes for Teaching* by Eric Jenson, published by Corwin Press, will have toes-tapping while your students are hard at work. With the help of this book, teachers can find songs to help students learn, feel calm during stressful moments, learn about friendship and teamwork, and help with creativity.









Attention Teachers:

- All the acupuncture treatments are performed by Dr. (TCM) Wei Yuan and Tom Tian from China with more than twenty years of clinic experience.
- With what can our treatment help you?
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HEALTHY HEARING

by Maya Fallows, O.T. Reg. (NS) Case Coordinator, EIP Program

One third of all Canadians over Take a look at these decibel ratings for 65 have a hearing loss. This is not, however, just an issue with the senior population; younger people are affected too. In fact, ten per cent of all Canadians have some type of hearing loss. Could you be at risk? Some of the most common causes for hearing loss are outlined below.

NOISE EXPOSURE

In our world of technology, everyday life is comprised of hazardous noise levels. At home we are exposed to noise from lawn mowers, traffic, and construction. At work noise is generated by the chatter of students and colleagues, music or physical education activities, office or industrial equipment, power tools or other machinery. Even our leisure activities can be noisy, including hunting, sporting events, snowmobiling and listening to loud music.

The loudness of sound is measured in decibels. The Canadian Centre for Occupational Health and Safety recommends ear protection for people exposed to sounds of 85dB or higher. Otherwise you risk permanent hearing loss. Some of the activities you engage in daily may be noisier than you think.

some common sounds:

- Ambulance siren: 120 dB
- Nightclub: 120 dB
- Movie Theatre: up to 117 dB
- Rock Concert: 110-125 dB
- Listening to music with headphones: 105-120 dB if the volume is cranked up to maximum setting.
- Motorcycle: 95dB

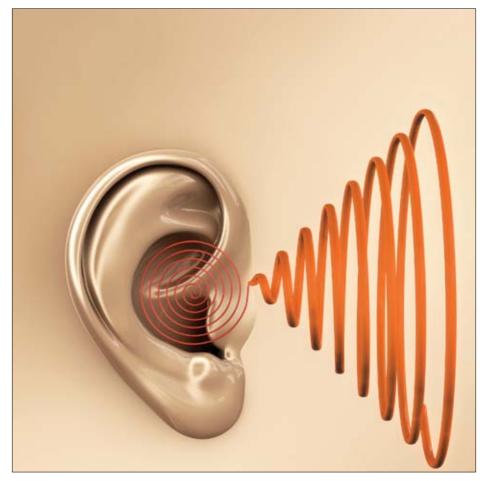
Warning signs of damage due to noise exposure include ringing or buzzing in the ears (tinnitus), slight muffling of sounds, difficulty understanding speech, and difficulty understanding conversations in groups or with background noise. If you experience any of these warning signs, do not wait: see an audiologist for a complete hearing test.

AGING

>> The Well Teacher

Although people of all ages can be affected by hearing loss, the risk increases with age. The cause for agerelated hearing loss is not always clear. Sometimes it is related to a life time of noise exposure while other times a genetic component is involved.

For previous *The Well Teacher* articles, go to www.nstu.ca Click on **→** Communications **NSTU Publications** >> The Teacher



MEDICAL CONDITIONS /INJURIES

Hearing loss can be the result of a medical condition, i.e. ear infections, damaged ear drums, certain tumours (such as those that grow on the nerves responsible for hearing) and Meniere's disease (a condition that damages the inner ear leading to hearing loss and vertigo). Other possible causes for hearing loss include the build up of ear wax, certain medications (such as antibiotics and cancer treatments), and head injuries or trauma to the ear.

TIPS TO PREVENT HEARING LOSS

Protect your hearing because it is irreplaceable. Once hearing is damaged it often can't be restored. Some tips to

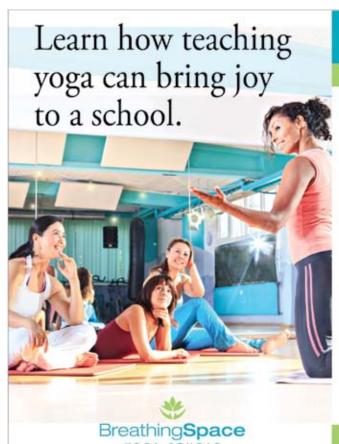
protect you from noise induced hearing loss include:

- Watch your decibels!!! Avoid exposure to noise when you can.
- Wear ear plugs, noise filters, or ear muffs if you are in an environment with noise over 85 dB. If you have to shout to be heard or if speech sounds are muffled after leaving a noisy environment, then the sound level is too high.
- Wear the recommended ear protection if you work in a noisy environment and if you are exposed to noisy situations at home, or during leisure activities (such as discos, sporting events, or rock concerts).
- Follow the 60-60 rule for when using your personal music device (MP3 or CD player): listen 60 per cent of the maximum volume for up to 60 minutes per day. Any more then this can lead to permanent hearing loss.

Other suggestions on reducing your risk for hearing loss include:

- Don't try to clean your ears by poking anything into the ear canals...this may result in injury to the delicate skin or impacting the ear wax.
- Reduce the risk of ear infections by treating upper respiratory tract infections promptly.
- Avoid swimming in dirty water.
- Dry your ears after bathing.

If you are concerned that you may be at risk, talk to your doctor. Some medical conditions can be treated to improve hearing. Have regular medical checkups to find health conditions and nip them in the bud. Talk to your doctor about booking a hearing test. The Canadian Hearing Society recommends a hearing test every two years or more often if you have concerns about your hearing.



Yoga in Schools New Summer Conference

4 days that inspires growth, connection and inner peace.

This conference offers workshops for every level: from the curious beginner to the certified yoga instructor. Workshop titles include: Introduction to Yoga, Yoga Grade Yoga for Special Needs and Autism, NEW Girl on Fire Empowerment Program. NEW Mindfulness Manual, Yoga and Story telling as well as multi-level posture classes.

THIS SUMMER CONFERENCE WILL LEAVE YOU FEELING REFRESHED, RENEWED AND INSPIRED

Conference Leaders:

Jenny Kierstead, author of 6 yoga school programs and award-winning educator, is founder of Breathing Space Yoga Studios. She is currently piloting her NEW Girl on Fire Program in NB schools.

Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 25 years and was the first teacher to bring Yoga 11 to HRSB. He is currently piloting a program using his NEW Mindfulness Manual

Leading Educators and Guest Speakers soon to be announced!

Who can attend: This program is suitable for all teachers/specialist especially Phys.Ed., support staff and guidance

Date(s) & Time: July 20th-23rd, 2015; 9:00 a.m. - 4:00 p.m. each day. Location: Chocolate Lake Hotel, Halifax Fee: \$ 500.00 + HST (check local PD for funding)

Register early to secure your spot! Call 902.444.YOGA or email info@BreathingSpaceYogaStudio.ca to register.

"My overall health, relationships & teaching practices have been influenced by this training. Be prepared for a life altering

Teaching a pleasant experience at Pleasant Bay

NSTU president Shelley Morse visited one of only two one-room school houses left in Nova Scotia on the Inverness Local school and media tour on May 22. She was able to meet with the school's only teacher, Dénise Aucoin.

Dénise Aucoin teaches all nine students all subjects, including art, phys ed and music. In her 27th year of teaching, Aucoin is completing her ninth year at Pleasant Bay. "I love it, and this is where I will retire," she says. She even teaches all the subjects to her students and runs the library, and the lunch program, and organizes the Christmas concerts etc. "Every day is a new challenge, but I love my job."

She says she is fortunate to have a teaching assistant and a regular substitute teacher who comes in two-days a month to enable her to do her prep work for her students. She reports to the principal of Cape Breton Highlands Academy and goes to that school for her prep planning. "It's great having another adult around all the time, and the parents felt for safety reasons it was also necessary to have some support."

She has a lot of family and community support as well. "We did a class exchange with Big Tancook Elementary School," she says. "The community raised money so their students could come and visit us, and a local motel donated rooms for the students." Big Tancook Elementary, in jeopardy of closing, is the only other one-room school in Nova Scotia.

Aucoin feels very close with her students having taught many of them for their first seven years of school. She really likes being able to have a lot of one-on-one time with her students and is very proud of their accomplishments. This year alone her Grade 6 student won a silver in the regional heritage fair and gold in the regional science fair. One of her Grade 4 students won second place in the regional heritage fair for her Grade and a bronze in the science fair, and her other Grade 4 student won a silver medal for her regional heritage fair project.

The former French immersion, reading recovery, resource teacher and vice-principal is obviously perfectly suited for her current teaching assignment, which she hopes will continue for a few more years.



From left to right: Teaching assistant Kathy Zucchett, substitute teacher Robert Chiasson, teacher Dénise Aucoin, NSTU president Shelley Morse and Inverness Local president Angela Deagle with students from Pleasant Bay School.



Educational Leadership Consortium of Nova Scotia

The Aspiring Leaders Program

This professional learning opportunity is to support teachers who aspire to become a school based administrator. The Aspiring Leaders Program extends over 13 months and begins August 2015. The program includes two summer institutes and seven Friday/Saturday seminars. An eight-day residency program will be integrated throughout the program.

Applications are now being accepted for the 2015-16 Cohort of this new and exciting program being offered by the Educational Leadership Consortium of Nova Scotia (NSELC) in partnership with the Department of Education and Early Childhood Development.

For more information on the program and directions to the online application form, visit the Aspiring Leaders Program website at **www.nselc.ca** or contact Terry Wadden, Executive Director, Educational Leadership Consortium of Nova Scotia (NSELC) at **twadden@nselc.ca** or 902-422-3270.



Sheonoroil Conference Safe Schools One Peace at a Time

September 24 & 25, 2015 • Delta Halifax Hotel



Registration fee of \$250 includes:

Evening Banquet on Sept 24 • Breakfast & Lunch on Sept 25 • Keynotes & Workshops

On line registration begins in late May at www.nstu.ca

For more information contact Gail Doucette at gdoucette@staff.nstu.ca

Twelve more NSTU members become Huntley interns

Twelve more NSTU members participated in the John Huntley Memorial Internship program, six on May 28 and 29 and six on June 8 and 9, as the program wrapped up for the 2014-15 school year. Connecting with NSTU staff in administration, professional development, public relations and communications, member services, and the Member Assistance Program, Huntley interns get to experience various NSTU employee roles, and learn about the many programs and services for NSTU members and the staff role in delivering NSTU programs.



Above, the May 28 and 29 interns with NSTU president Shelley Morse and executive staff officer Gérard Cormier. Seated (1-r): Wendy Gould (Colchester-East Hants) who is a Grade Primary to 4 resource teacher at Bible Hill Central School; Suzanne Greenlaw (Annapolis), who is a math and technology teacher at Middleton Regional High; and Shelley Luddington (Halifax County) who is a Grade 1 and ELI support teacher at Oyster Pond Academy. Standing (1-r): Gérard Cormier; Jeff Newbery (Kings) the principal of Gaspereau Elementary School; Robert de la Chevotière (Halifax County) a French immersion and English teacher at Charles P. Allen school; Jennifer Field (Cumberland), a Grade 7 & 8 integrated French program teacher at E.B. Chandler School; and Shelley Morse.



Above are the June 8 and 9 interns: (from left to right): A learning centre teacher at Harbourview Elementary, Chris Matthews (Dartmouth); Angela Blenkhorn (Cumberland) teaches social studies, healthy living, phys ed and resource at E.B. Chandler Junior High; Lara Scheibling (Halifax City), Grade 2/3 teacher at Chebucto Heights Elementary; Sarah Gilbert (Kings) who is a resource teacher at Kingston Elementary School; NSTU president Shelley Morse; principal of Cape Smokey Elementary Maxine Hardy (Northside-Victoria); and Heather MacLean (Kings) who is a family studies teacher at Evangeline Middle School.

The John Huntley Memorial Internship Program

The deadlines for application for the John Huntley Memorial Internship Program for the 2015-2016 school year are September 15, November 15, February 15 and April 15.

Applications for active NSTU members are available through your NSTU rep, on the NSTU website at www.nstu.ca or at Central Office 477-5621 or 1-800-565-6788.

The internship provides members with an opportunity to learn more about the NSTU.

Nova Scotia Teachers Union

Teachers who make a difference

Lisa Gower Chamberlain



NSTU president Shelley Morse presented Lisa Gower Chamberlain with her Teachers Make a Difference award at the opening night reception of the FAPSC conference at NSCC's Truro Campus. From left to right: Cumberland Campus NSTU rep Barry Doyle; Community College provincial executive member Joe Salah; Community College Local president Ferne MacLennan; Lisa Gower Chamberlain; Shelley Morse; and Cumberland Campus principal, Don McCormick.

Lisa Gower Chamberlain, a business faculty member at the Cumberland Campus was genuinely moved when she learned she was being recognized as one of nine teachers who make a difference, through the NSTU's *Teachers Make a Difference* program. "I was floored when they called me and was brought to tears to know what the student who nominated me had said about me," she says.

Gower Chamberlain has worked for the College since 2006 and is currently core faculty for Business Administration Year 1 program, teaching communication, marketing project management, and other courses at the Amherst site of the Cumberland Campus. "I was initially hired as core Faculty for Human Services Year 1 Program, and prior to NSCC I worked in Early Intervention/Community Services and had been an intern at Mount Allison University teaching educational psychology for a term, which is where the passion for teaching sparked."

It's clear that her passion for teaching has been ignited. "I believe all teachers genuinely want to make a difference and go through their careers hoping and intending to change lives and serve students," she comments. "None of us ever really expect to be recognized but it sure feels good to know that the work we do matters and that it has made a difference to some."

She made a great impact on the former student who nominated her. "Lisa is a very special person. She goes out of her way to teach her subjects always keeping in mind new technologies or theories. Lisa cares about every student as an individual and she pushes you to your limit to make yourself realize what you are actually capable of. Seeing what Lisa has accomplished in her life makes you want to set your own goals and complete them. Most of Lisa's projects and assignments are based on the community's needs. She is well known for making a difference in the community."

Gower Chamberlain was officially recognized by NSTU president Shelley Morse and among her colleagues at the annual FAPSC (Faculty and Professional Support Conference) on May 28. "I was so pleased to be welcomed at the FAPSC reception and to have the support of colleagues and my principal who were able to be there with me," she comments. "I hope all great teachers have the opportunity to have that feeling at some point in their careers, and I must acknowledge that one of the reasons I can make a difference in teaching is because I have an incredible team at NSCC who support me in various ways."

Gower Chamberlain also recognizes the value for all of her teaching colleagues in being appreciated through the *Teachers Make a Difference* program. "We don't teach for awards and accolades but it is important for teachers to be recognized for their efforts and to know that the work is meaningful," she says. "It is about honouring the work, and honouring the people that give it their all to do it well."

The program, which took place this school year from October 6 to November 2, encourages students and/or parents to nominate a teacher who has made a big difference in their lives, and contributed to their school and community. It garnered 401 nominations representing 310 teachers. Each recognized recipient of the *Teachers Make a Difference* program receives a \$300 donation from the NSTU towards their school or campus breakfast or library program, or food bank.



Teachers who make a difference



NSTU rep Matt Cohen, guidance and family studies; acting principal Mark Peveril; NSTU president Shelley Morse; Michael MacDonald; principal Darlene Walker; acting vice-principal Nicole Sanson and NSTU rep Katie Creelman, Grade 7 teacher.

Mike MacDonald

Michael MacDonald said he always knew he wanted to be a teacher and when he was younger was always involved with community activities and knew that later in life he wanted to work with children. While doing his Bachelor of Education at the University of New Brunswick, he knew he was in the right program.

"Sports and other community activities got me interested in teaching, and the extracurriculars that I'm involved in now are very rewarding," he says. "Even if I'm not the coach of a team, just showing up at a game can have a positive affect on the classroom," he says.

MacDonald's love of teaching is having an impact. He was one of nine teachers recognized for this year's Teachers Make a Difference campaign. Only five years into teaching, the Uniacke District School Grade 7 teacher, who was also a learning centre teacher, was recognized for making a difference for students, his school and community

A parent wrote about the amazing impact MacDonald has had as a hardworking, helpful and compassionate role model. "Enthusiastic, hardworking and approachable. He was a great influence on my special needs son. He encouraged him to join in sports teams (wrestling & cross country running) school clubs and many challenges. He is a compassionate person, helpful and understanding individual whether teaching, coaching or participating in many school activities. He had a profound and positive impact in my son's education and life. He gave him the tools to overcome many challenges, obstacles and learning. He is a positive role model and an understanding human being.'

MacDonald was overwhelmed by this nomination and while he was aware of the *Teachers Make a Difference* program, he was still shocked when the school secretary said he was being recognized. "I kept thinking who could have nominated me, and the news came at a time when things were becoming a little overwhelming at school. Lots of things were piling up, a dozen things were pulling me in a dozen directions."

He says that it made him realize that time away from family was worth it. "You can sometimes change students exponentially and in our busyness we are unaware that we are affecting students so profoundly."

MacDonald always tries to make positive connections with his students. "Making connections are very important, and it does make my day as a teacher easier if I am able to connect with students."

In speaking of the nomination, MacDonald was pleased that the impact he made affected many aspects of student life. "It was social, academic and athletic and it sticks to my philosophy of trying to connect with students in any way I can."

NSTU president Shelley Morse presented MacDonald with his plaque and cheque for \$300 that will go towards his school's breakfast program on May 27 at an after school event with his colleagues. "It was so great to share this with my colleagues, they are very proud that someone from the school was recognized. It's something the NSTU should continue to do, and I very much appreciate being recognized for what I do—and so does my wife."

Teachers Make a Difference





Shawn Whitty

Phys Ed teacher Shawn Whitty knew all about the Teachers Make a Difference program but had no idea that he was nominated. "I always wanted to win such an award but never really thought I would be nominated!"

Whitty says the experience has been very humbling and something's he's very proud of. "I thoroughly enjoy my job and feel that I am lucky to have this job and get to make strong relationships with the wonderful kids I teach, and their families," he adds.

Whitty grew up down the street from where Tamarac Education Centre, where he has been teaching Phys Ed for the past 12 years. "This is the only school I want to teach at and the only school I have ever taught at," he says. "I also run a strong intramural program that includes over 120 students per day which focuses on fair play, being active, staying healthy and treating others with respect and leadership skills."

Whitty coaches for six different varsity teams, and it's his commitment to students through his phys ed teaching and extracurricular that has made a difference to his school and community. "I also coach numerous baseball, basketball and soccer teams in the community outside of school," he adds. "I really feel like I have the dream job! This award has helped me realize that I am making a difference in students lives and it has been very motivational for me"

His nominator had this to say about Whitty's impact on students. "He helps to boost the confidence of many kids and makes them excited to learn all types of different skills. Everything a teacher should be for sure!"

Whitty has also been heavily involved as a volunteer for his professional association, TAPHE (Teachers Association for Physical and Health Education). He served as

Teachers Make a Difference award recipient Shawn Whitty is shown with (left to right) NSTU president Shelley Morse; Inverness-Richmond provincial executive member Sheila Hawley and Inverness Local president Angela Deagle.

the association's president for four years and, "Loved every minute of it," he says. "I enjoyed trying to increase and further the professional development for the PE

teachers across Nova Scotia and was able to make some amazing friends and learn from them while I was president. I found this experience to be very rewarding." Being involved with students, his school, his community and his profession has brought many rewards for Whitty. Being recognized through the Teachers Make a Difference program is icing on the cake. "This award is very beneficial and one that focuses on the hard work that teachers do and the positive impact they can have on students' live through such dedication," he says. "It is very important for teachers to be recognized and given a little motivation to continue doing what they do."

Congratulations to our book winners from May...

FRESH — Teaching 101 — JENNIFER SAMMS of Tri-County Regional School Board — Central Office EQUITY — To Remain An Indian — DAVID NAGLE of John Martin Junior High School (HRSB)

PD — Designing Schools for Meaningful Professional Learning — ROBIN HAYNE of St. Andrews Consolidated (SRSB)



No scents is good sense

Environmental sensitivities are gaining recognition as a health and disability issue. Many workplaces are taking proactive steps to create accessible environments for scent-sensitive and otherwise chemically sensitive employees and clients. Schools are also working to ensure that staff and students are able to participate fully in the classroom without experiencing the adverse effects of exposure to environmental irritants.



The NSTU Guidebook 2014/2015 states that public schools and educational sites in Nova Scotia must be "scent-sensitive places of learning and working." The Guidebook affirms the NSTU's commitment to maintaining a safe and healthy workplace and preventing illness and injury by prioritizing concerns regarding scented and other off-gassing products, and by requesting that NSTU members not wear scented personal care products at NSTU functions or in the workplace.

According to the Canadian Centre for Occupational Health and Safety, people who say scented products have a negative impact on their health report symptoms such as headaches, dizziness, nausea, fatigue, difficulty breathing, and skin irritation. People with asthma and those with allergies have reported a heightened sensitivity to scents.

The Canadian Human Rights Commission classifies environmental or chemical sensitivity as a disability. People who experience this condition are entitled to human rights protection and accommodation by their employer. Illness caused by exposure to scented products at work has been recognized as a compensable injury in Nova Scotia.

If you believe the use of scented products or other environmental irritants is an issue at your workplace, you should bring your concerns to the attention of your administration. If you are not satisfied with its response, you should then bring your concerns to the Joint Occupational Health and Safety (JOHS) Committee, and ask the Committee to make specific recommendations to the administration in writing. The administration must respond within 21 days. If the JOHS Committee has not addressed your concerns adequately, you may bring your concerns to an Officer with the Occupational Health and Safety Division of the Nova Scotia Department of Labour.

The NSTU encourages members to be proactive in creating and maintaining a healthy and accessible work environment, and to contact their NSTU Staff Officer for assistance at any time. An NSTU Staff Officer can help members obtain timely and effective responses from administrators, the JOHS Committee, or the Department of Labour, and can help ensure a member's concerns are addressed satisfactorily, or help a member file a grievance if necessary.



Teaching and administrative opportunities in the Nova Scotia International Programs

Live and work in a new culture; teach the Nova Scotia curriculum or bring your school leadership expertise to an exciting new learning environment. Nova Scotia international programs are now seeking teachers and administrators for positions commencing in September 2015.

Nova Scotia international programs in the People's Republic of China (grades 10-12) and the United Arab Emirates (Grades P-12) offer:

- competitive pay
- annual return flights
- · apartment or living allowance
- paid holidays

For a list of opportunities please visit our website:

www.internationalprograms.ednet.ns.ca



'A mind that is stretched by a new experience can never go back to its old dimensions.' — Oliver Wendell Holmes

executive highlights

May 10, 2015

- Filed table officers report;
- Selected six candidates to the John Huntley Memorial Internship Program, along with two alternates;
- Approved a recommendation that the CSANE Local be granted permission to elect a president through universal suffrage from the CSANE general membership before the end of June 2015 for a two-year term.

June 5, 2015

- Filed the Table Officers Report;
- Approved a recommendation that \$10,000 be donated to CTF Solidarity with Nepal Fund;
- Appointed all 2015-16 standing committees;
- Approved a recommendation that an advertisement be placed to fill two positions on the Comité de programmation acadienne; Elected 2nd Vice-President: *Sheila Hawley* Elected Secretary-Treasurer: *Keri Butler* Personnel Committee: *Sheila Hawley, Chair; Paul Boudreau, Sandy Mitchell and Lori MacKinnon*

Governance & Policy Committee: *Damian Hall, Nancy Doyle, Kim Frank, Darlene Bereta, Sandy Mitchell, Tim MacLeod, Colleen Scott and Bill Murphy.*

Nominating Committee: Bill Murphy, Colleen Scott, Sandy Mitchell, Cherie Abriel and Louis Robitaille.

Approved a permanent contract for Kyle Marryatt, executive staff officer in Member Services;

- Approved an amendment to Operational Procedures 10. NSTU Locals (h) Election Procedures - Public Schools;
- Approved an amendment to Operational Procedures 8. Election Procedures, (c) Electronic Voting Procedures for Election of the NSTU president by Universal Suffrage, (xii) Nominal Lists;
- Approved an amendment to Operational Procedures 8. Election Procedures, (c) Electronic Voting Procedures for Election of the NSTU president by Universal Suffrage, (xiv) Voting;
- Approved an amendment to Operational Procedures 8. Election Procedures, (c) Electronic Voting Procedures for Election of the NSTU president by Universal Suffrage, (xviii) Campaigning;
- Approved signing officers for 2015-2016;
- Approved a recommendation that a copy of the CONTACT poster be sent to all NSTU Reps;
- Approved the renewal of the agreement regarding Permits to Teach for substitutes with the Conseil scolaire acadien provincial and Department of Education for the 2015-2016 school year;
- Approved the Disposition of 2015 Resolutions;
- Approved amendments to Operational Procedures 4. NSTU Committees, (a) Standing Committees, (ii) Comité de programmation acadienne;

HRRC Substitute Teacher Workshop



A very successful session for substitute teachers was held at NSTU's Central Office on May 5. This session was organized by the HRRC and 80 substitute teachers attended the event. NSTU executive staff officers, Jack MacLeod and Gérard Cormier presented on the topic of Article 32 Substitute Teachers in the TPA and the benefits reserve and active reserve membership respectively.



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FAPSC 2015 offers a prism of possibilities



The Faculty and Professional Support Conference (FAPSC) for community college members was held May 28 to 30 at the Truro Campus and focused on the theme of *Prism of Possibilities*. On May 29, FAPSC delegates were treated to a keynote address from veteran journalist and author Linden MacIntyre.

Through his *Yearning is Learning* address to Community College members,

MacIntyre, who co-hosted CBC's *The Fifth Estate* for 24 years, imparted his insight on formal education and lifelong learning.

"Among the most encouraging developments in education has been the evolution of alternatives and possibilities like community-based colleges that offer skill development in a broad context of human growth," he said.



(left to right) Community College Local president Ferne MacLennan, FAPSC organizer Lisa Smith and NSTU president Shelley Morse are shown with Linden MacIntyre.

"And that should be the mission in all phases of formal education: to teach people to recognize that there's more to life than pulling down a paycheque, and there's more to education than a few years in a classroom."

"The mission of formal education is to make someone like me conscious of the value of education aware that learning is a process and it lasts a lifetime; learning is a yearning that will never be nor should it ever be fulfilled," he continued. MacIntyre was also on hand during the lunch break to network and host a book signing.

Workshops at the conference covered topics including *Engaging Students like Never Before through MINDTAP* presented by Milton Vacon, Nelson Canada, *The Well-Balanced Educator* presented by NSTU's executive staff officer Debbie McIsaac and *Situational Blindness Not While I'm Around*, presented by NSCC's Equity Committee. The opening reception of the conference on May 28 featured a presentation to the Community College recipient of this year's Teachers Make a Difference program. NSTU president Shelley Morse presented Lisa Gower Chamberlain with her certificate and \$300 for her Campus food bank.

FAPSC has been held every spring at the Truro NSCC campus since 1999. Under Article 20 of the Professional Development agreement the college provides the location, accommodation, food and travel. Community college members organize the speakers, the workshops and the hospitality. This year's conference organizer was Lisa Smith from the Kingstec Campus.

Faculty and professional support members facilitate sessions as well as guest presenters and NSTU Executive Staff. FAPSC draws Community College Local members from the 13 campuses and satellite sites for professional development, networking, and social opportunities including a Community College Local AGM, and a Gala Dinner and Dance.

For an up-to-date listing with details of **DEALS & DISCOUNTS**

for NSTU members (including retired members), please visit the website at www.nstu.ca email theteacher@nstu.ca or phone 1-800-565-6788.



2015 NSTU Professional Associations Conferences FRIDAY, OCTOBER 23

Association of Adult Educators (AAE)

Theme: Inspire, Motivate & Empower **Location:** NSCC - Waterfront Campus, Dartmouth

Keynote: Dave Carroll Fees: \$80 Conference fee

\$50 Substitutes/Retirees/Students

Contact: Seana Blanchard, Conference Chair

902.491.3563 smblanchard@nstu.ca seana.blanchard@nscc.ca

Association des Enseignants Acadiens (AEA)

Theme: *Gréyons-nous d'outils* Location: Université Sainte-Anne, Pointe-

de-l'Église et École Beaubassin, Halifax

Keynote: Phil Comeau Fees: \$90 enseignants

\$75 suppléants, retraités **Contact:** Lynne Theriault, présidente

902.769.5403 • Imtheriault@nstu.ca

Association of Science Teachers (AST)

Theme: *Time for Science* **Location:** Halifax West High School, Halifax

Fees: \$92 NSTU Members \$30 Students/Substitutes/Retirees

Contact: James Parsons

902.258.7108 • jeparsons@nstu.ca

Art Teachers Association (ATA)

Theme: ARTerial Flow 2015: Embracing Creativity **Location:** Workshops throughout HRM and

the South Shore **Keynote:** TBA, Dalhousie University

\$80 NSTU Members Fees: \$40 Substitutes/Students/Retirees

Contact: Stephanie Dean-Moore

902.860.1643 (H) • sdeanmoore@nstu.ca

Association of Teachers of Exceptional Children (ATEC)

Theme: Challenge of Change **Location:** Cineplex, Dartmouth Crossing **Keynote:** Sessions running simultaneously

Fees: \$100 Teachers/Administrators \$75 Retired Teachers/Students

Contact: Rick MacKinnon • 902.564.9892 famackinnon@nstu.ca

Association of Teachers of English of Nova Scotia (ATENS)

Theme: Reading Past Bedtime

Location: Park Place Ramada Plaza Hotel, Dartmouth

Keynote: Shauntay Grant, Don Aker, **Donna Morrissey**

Fees: \$95 Permanent & Term Teachers

\$85 Students/Substitutes/Retirees

Contact: Christine Emberley ctemberley@nstu.ca

Association of Teachers of Young Adolescents (ATYA)

Theme: #Mental Health Matters **Location:** Riverside Education Centre, Milford

Keynote: Scott Boyd \$80 NSTU Members Fees: \$40 Substitutes

Contact: Starr Pettipas • 902.485.7211 (d) 902.925.2059 (e) • sapettipas@nstu.ca

Business Education Teachers Association

(BETA)

Innovating in Rural Nova Scotia: Theme:

BETA 2015

Location: Lunenburg, N.S.

\$90 full rate / \$60 reduced rate **Contact:** Brad Richard • 902.542.1895 (H)

> 902.542.6060 (W) blrichard@gnspes.ca

Educational Drama Association of Nova Scotia (EDANS)

Theme: A World Without Words **Location:** Dartmouth High School **Keynote:** Rhys Bevan-John \$90 NSTU Members Fees:

\$60 Substitutes/Students/Retirees **Contact:** David Zinck • dnzinck@nstu.ca

Family Studies Teachers Association (FSTA)

Theme: Telling Our Story

Location: SAERC - Strait Area Recreation Centre,

Port Hawkesbury Keynote: Dr. Deborah Graham

Fees: \$85 NSTU Teachers \$55 Retirees and Substitutes

\$40 Student Teachers Contact: Karen MacIsaac • 902.787.5220

902.863.3046 • klmacisaac@nstu.ca or smmacqillivray@nstu.ca

Mathematics Teachers Association (MTA)

Theme: Forward Thinking: Embracing the New Curriculum

Location: Charles P. Allen High School, Bedford

Keynote: David Kung \$80 Teachers Fees:

\$40 Substitutes & Retired Teachers

\$20 Students **Contact:** Anne Pentecost, Registrar mtaconference@nstu.ca

Nova Scotia Language Teachers Association/Association des enseignant(e)s de Langues de la Nouvelle Écosse (NSLTA/AELNE)

Theme: La compétence culturelle/ **Cultural Proficiency**

Location: Mount Saint Vincent University

Keynote: Gérard Cormier (NSTU) & Sylvia Parris (DEECD)

Fees:

95\$ (l'inscription inclus: cotisations aux (AELNE et ACPLS) pause santé,

repas du midi, maison d'éditions et salon d'exposants. \$95 (registration includes membership to (NSLTA and CASLT)

health break, lunch, book exhibits. 45\$ Substitute/Retired Teachers 25\$ Students

Contact: Martha Kenny • 902.896.4613 mmkenny@nstu.ca

Troy Podetz • 902.794.4981 tpodetz@nstu.ca

Nova Scotia Music Educators' Association (NSMEA)

Theme: Building Solid Programs on

Shifting Sands

Location: Millwood High School, Middle Sackville \$80 Professional Association Members

\$45 Substitutes / \$25 Students Contact: Keli Brewer • 902.577.1114 klbrewer@nstu.ca

Nova Scotia School Counsellors Association (NSSCA)

Theme: Renew, Refocus, Rebuild: Transforming Public Education

Together (Nova Scotia's Action Plan) Location: World Trade & Convention Centre, Halifax

Keynote: Dr. Kimberly McLeod, Texas Southern

University

\$90 NSTU Members Fees: \$70 Substitutes

\$50 Full-time Students & Retirees

Janice Graham-Migel, Conf. Chair jgraham@nstu.ca or iaclark@nstu.ca

PROFESSIONAL ASSOCIATIONS PROFESSIONNELLES

For registration and conference details go to

www.nstu.ca

While we encourage members to have an NSTU web account, please be advised that one is NOT required in order to register for a conference. A member may register utilizing any email address.

Nova Scotia Teachers Association for Literacy and Learning (NSTALL)

Theme: #Literacy and Learning **Location:** Cobequid Educational Centre, 34 Lorne Street, Truro

\$85 Teachers Fees:

\$65 Substitutes/Students/Retirees

Contact: Jo-Ann Mumford jmmumford@nstu.ca or wmfougere@nstu.ca

Nova Scotia Technology Education Association (NSTEA)

Theme: The Evolution of TEchnology Education Location: Sir John A. Macdonald High School,

> **Upper Tantallon** \$90 Current Teachers

Fees:

\$20 Substitutes/Retired Teachers Students are FREE **Contact:** Craig Thornton • 902.457.8900

> ext5602216 • cpthornton@nstu.ca Chad Wadden • 902.457.8900 ext5603232 • ctwadden@nstu.ca

Primary Elementary Teachers Association (PETA)

Theme: Beyond Threats and Bribes **Location:** Schooner Room, Casino NS

Keynote: Alfie Kohn

Fees: \$80 Regular Registration \$65 Substitutes/Students/Retirees Contact: Ashley Chapman • ashley@nstu.ca

Psychologists in Schools Association (PISA)

Theme: Out of the Closet and into the Classroom: Redefining School

Psychology in the 21st Century **Location:** Mount Saint Vincent University \$100 NSTU Members Fees:

\$90 Substitutes/Students/Retirees Contact: Kelli Moriarty • 902.464.2108 / 902.860.4367 • kmoriarty@nstu.ca or mfisher@nstu.ca

School Administrators Association (SAA)

Theme: *Identifying and Meeting Future* Challenges in Educational Leadership

Location: École secondaire du Sommet 500, Larry Uteck Boulevard, Halifax

Keynote: Mike Rutherford Fees:

\$130 (\$100 Conference Registration + \$30 SAA/CAP Membership) \$80 Students/Substitutes/Retirees

Online Registration

Opens - September 1

Closes – October 9

(no refunds after October 9)

NO ON-SITE **REGISTRATION**

> Register Early!

Contact: Heather Foote • 902.541.8203

Heather - hwfoote@nstu.ca OR Michael - 902.678.4304 Michael - malandry@nstu.ca

Speech-Language Pathologists and Audiologists Association (SPAA) Theme: Intervention and Integration:

Language Strategies Across the Ages **Location:** Best Western Plus Dartmouth Hotel

& Suites, 15 Spectacle Lake Drive,

Dartmouth

Keynote: Intervention and Integration:

Language Strategies Across the Ages: Language Intervention

\$100 SPAA Members (includes Fees: membership fee);

\$50 Students/Substitute Teachers/

Retired Teachers; \$16 Lunch onsite; \$15 SPAA Membership (if not attending conference)

Contact: Denise Boulton • 902.956.3134 dcboulton@nstu.ca

Social Studies Teachers Association (SSTA)

Theme: *initiate, COLLABORATE, educate!* **Location:** Saint Mary's University, Halifax Keynote: Dr. Esther E. Enns, Senior Advisor, Teaching and Learning, SMU

\$90 NSTU Members Fees: \$45 Students/Substitutes/Retirees Contact: Wendy Driscoll • wadriscoll@nstu.ca

Teachers Association for Physical and Health Education (TAPHE)

Theme: *Coming Together: Making it Happen* **Location:** Citadel High School

Keynote: Thursday evening: Stephen Norris (Originally from England, Stephen is currently the Director of Sport Physiology & Strategic Planning at the Canadian Sport Centre Calgary, where he is responsible for Canada's Winter Olympic Sports Teams.

\$75 NSTU Members Fees:

\$35 Substitutes/Students/Retirees

Contact: Jen McKenzie • 902.488.1021; 902.414.1770; 902.225.8336 illoyd-mckenzie@hrsb.ca or KMarshallCormier@hrsb.ca

or SSteele@hrsb.ca

coming events

June is...

Recreation and Parks Month www.cpra.ca; Stroke Awareness Month www.heartandstroke.com/; National Aboriginal History Month www.aadncaandc.gc.ca/eng; Brain Injury Awareness Month biac-aclc.ca/; ALS Awareness als.ca; Relay for Life cancer.ca; Spina Bifida & Hydrocephalus Canada sbhac.ca; World Scleroderma Day (29).

AUGUST 10 TO 13

Summer Institutes 2015 - **Autism Atlantic** Consulting Services

Kym Hume, MEd & Yvonne Rafuse, MEd Teaching Students with Autism Spectrum Disorder

Learn the fundamentals of teaching students with autism, with a focus on how to structure for success in your classroom, resource room, learning centre, and other school environments. Explore effective strategies for teaching and learning using visual supports and environmental structures, including the following topics:

- What is Autism Spectrum Disorder, characteristics and learning style. Best practices and evidence-based interventions and approaches.
- Supporting Executive Functioning Deficits in students with ASD P-12.
- Supporting behaviour, developing problem solving strategies & social skills.
- Implementing strategies that support positive behaviour and self regulation such as Social Stories, Comic Book Conversations, Power Cards, The Incredible 5 Point Scale, Zones of Regulation, Video Modelling and more.
- Program planning using the Ziggurat model.
- "Make and Take" visual material to take back to your classroom (Tuesday & Wednesday evening sessions).
- Optional breakout sessions for secondary teachers:
 - Life Skills at the high school level;
 - Developing independence;
 - Puberty.

Location: St. Francis Xavier University, Antigonish, N.S. When: August 10-13 Registration Fee (permanent and/or fulltime teachers): \$540.00

BEd Student and/or Substitute teacher

fee: \$460.00 (Fees include nutrition breaks and "make & take" materials)

*On-campus accommodations in Bishops Hall (\$40 Single, \$60 double), with meal packages available upon request.

Testimonials

I hope that lots of teachers attend your in-services, modules, and institutes. When your passion and knowledge about Autism are combined with your enthusiasm and superb teaching abilities, the results are phenomenal. What a win/win situation for students/teachers/administrators/parents.

I cannot possibly explain how much your institute has helped from setting up work stations to visual schedules to supporting students with anxiety...it's been wonderful!

Having attended many autism sessions in the past, it was nice to hear a new perspective. SO much information presented in a manner that will be easily brought back and implemented within my classroom. Thank you!

For registration form, email autismatlantic@gmail.com.

SEPTEMBER 26

Kodály Society of Nova Scotia

The Kodály Society of Nova Scotia is happy to announce that Dr. Kim Eyre will be special guest clinician for the KSNS 24th Annual Fall Workshop being held this year on Saturday, September 26. Dr. Eyre returns to Nova Scotia from Nipissing University where she instructs music pedagogy to pre-service and in-service teachers. Dr. Eyre will be leading sessions on building community in the classroom through singing games/dances; reviewing basic (valuable) strategies for the music classroom; listening and responding to music; and creating in the music classroom. Dr. Eyre's wealth of in-the-field experience will be shared through her warmth and passion for teaching music to children at the elementary level. The workshop is once again being held at the Halifax location of Long & McQuade. Registration starts at 8:30 a.m. & the workshop ends at 2:15 p.m. Snacks, lunch, and KSNS/KSC dues are all included in the \$60 fee (\$30 retired/\$15 student).

For more information or to register, please contact KSNS registrar Helen Higgins at *HHiggins@hrsb.ca*. The Kodály Society of Nova Scotia would like to wish their members and all music teachers a well-deserved rest and period of rejuvenation over the summer!



Lire avec moi.ca

Programme de lecture

Programme de lecture virtuel:

L'amélioration de la lecture et de la conscience phonologique chez les enfants de la 1^{α} à la 3^{ϵ} année avec enseignants certifiés.

Quels sont les bénéfices du programme?

- Chaque mini-leçon (30 minutes) est structurée.
- L'enseignement est individualisé et explicite.
- Les élèves ont de nombreuses chances de lire & de parler.
- Les enseignants ont de l'expérience en salle de classe.
- L'accès aux classes est facile et flexible (Vous choisissez l'horaire!)
- **Seulement 35\$ par semaine** (2 leçons x 30 minutes)
- Essayez gratuitement!

Matériel requis : ordinateur, écouteurs d'ordinateur, Internet

Pour de plus amples détails,

appelez Shelley au 902-229-8922 ou consultez www.lireavecmoi.ca

Orff Nova Scotia's 5th Annual Children's Day

Orff Nova Scotia's 5th Annual Children's Day was held on Saturday, May 23 at Chebucto Heights Elementary in Halifax. Thirty students from various Halifax Regional Schools including: Chebucto Heights Elementary, Inglis Street Elementary, Grosvenor-Wentworth Park Elementary, Oxford School, Kingswood Elementary, Hammonds Plains Consolidated Elementary, Beechville Lakeside Timberlea Senior Elementary, and St. Joseph's-Alexander McKay Elementary were lead through a series of four workshops focusing on choral, movement, recorder, and mallet instruments. A mini concert was presented for family and friends at the end of the day. Thanks to the inspiring instruction of HRSB music teachers Dave Campbell, Dawn Kerr, Jenny Trites, and Patti Marshall-Casavechia the students experienced Orff music making at its best!

If you are interested in having an Orff Children's Day in your area please contact: Charlotte Myers *myersc1@nspes.ca*



The deadline for September's issue of The Teacher for the 2015-2016 school year is August 14.

Contact: theteacher@nstu.ca





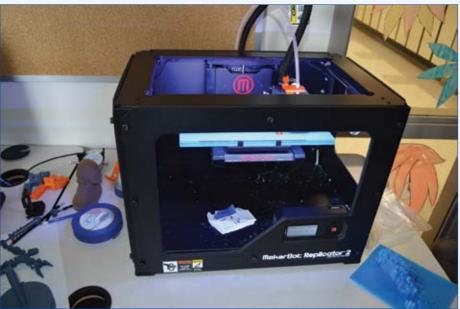
Printing the Future (3D Printing)

Staff and students at Cape Breton Highlands Academy have been able to experiment with and experience an innovative new technology while meeting curricular outcomes in new ways thanks to support from the Program Development Assistance Fund (PDAF) sponsored project *Printing the Future (3D Printing)*.

"Through the purchase of a 3D printer, we are giving students access to a technology with so much potential—tapping into their curiosity and driving their innovation," says Bruce Miller, a science and humanities teacher at CBHA and project coordinator. 3D printers create three-dimensional objects that are designed on a computer.

Miller, whose teaching assignment this year has included English, global geography, oceanography, science and social studies says the primary goal is to enhance technology education, but through this project students are meeting outcomes not only in technology, but in sciences, math, art, English, entrepreneurship and community based learning classes. "Having the 3D printer also encourages community connections, as students can design and print objects for fundraisers, campaigns, sporting events and for community members as requested," adds Miller.

A local entrepreneur has had a few small parts printed out for his business, and in exchange has ordered new plastic for CBHA's 3D printer. Miller was able to get his \$2,600 MakerBot Replicator 2 through a PDAF grant, and with it came four rolls of special plastic. The plastic costs \$50 a kilogram, but the rolls do go a long way.



Above is the MakerBot Replicator 2 3D printer purchased through a PDAF grant.

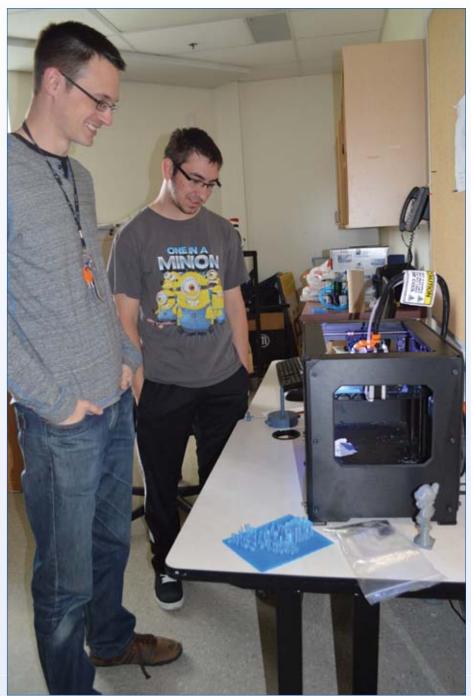
The school has been using the printer since September of 2013, and Miller says having the printer has enabled his colleagues to produce practical objects that can be used in the classroom and through other activities at the school. "We printed out a skeleton for phys ed class, a grade nine student made a strand of DNA, a Grade 11 student created a 3D anatomically-correct heart for her science fair project, a Grade 10 art class designed snowmen as a Christmas project, and I printed a scan of a trilobite fossil for my Grade 7 science class."

The list goes on. He was even able to print some connectors for the school's model chemistry set that went missing and create a school mascot Husky cookie cutter, as well as replacing a broken knob off a toaster oven. "The printer can also fix itself," he continues. "You can print a new piece for the printer if it gets broken or lost."

Other teachers on the project team include Miller's colleagues Andrew Clarey, a science, physics and chemistry teacher; James Parsons, math and science teacher; Neil MacDonald, tech ed teacher and community based learning coordinator; Carolyn Ann MacDonald, visual arts and English teacher; and Stacia Evans, entrepreneurship and tech ed teacher.







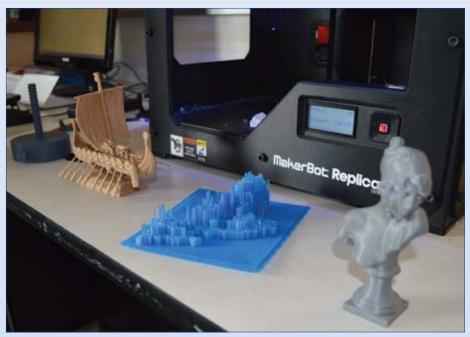
Printing the Future (3D Printing) project coordinator Bruce Miller is shown with student Justin Maynard.

This school year, Miller wanted to involve a co-operative education student in the use of the 3D printer. "I wanted a student to introduce the 3D printing concept to more students and teachers and help them use it for their school projects," he says.

Grade 12 student Justin Maynard has spent the last semester doing just that. Next fall he will be attending NSCC in Truro to take Game Development and his experience with *Printing the Future (3D Printing)* has helped prepare him for his future education.

The PDAF program encourages innovative program development in Nova Scotia's public schools. Co-sponsored by the NSTU and the Department of Education and Early Childhood Development with an annual sum of \$200,000, it provides financial support for projects directly related to the Public School Program. Application deadlines coming up are June 1 and August 1 by 4:00 p.m.

For more information visit the Professional Development section of the NSTU website at www.nstu.ca or contact NSTU executive staff officer, Gérard Cormier at 1-800-565-6788 or 902-477-5621 or gcormier@staff.nstu.ca or pd@nstu.ca.



Page 28, June 2015, The Teacher

Nourishing the Learning Spirit: Bringing Indigenous Knowledge into our Schools

Mount Saint Vincent University's "President's Lecture Series" on teaching and learning, proudly presents an invigorating discourse by Dr. Marie Battiste, Mi'kmaw Scholar and Professor of Education, University of Saskatchewan.

Dr. Battiste will discuss *Nourishing the Learning Spirit: Bringing Indigenous Knowledge into our Schools.* It will take place at Mount Saint Vincent University, Thursday, October 15, 2015, 7:00 p.m. in Auditorium A, Seton Academic Centre.

According to Battiste, "Indigenous learning processes come from living intimately with the land, working with the resources surrounding that land base, and the relationships that are fostered over time and place. Relationships such as physical, social, and spiritual continue to be the foundations of world views and ways of knowing that define relationships with each other."

As Elder Danny Musqua tells us, "Knowledge is held by the spirits, shared by the spirits and comes from the spirits...our body then can be seen as the carrier of the learning spirit." The "learning spirit" is the entity within each of us that guides our search for purpose and vision.

Battiste is a Mi'kmaw educator from Potlotek First Nations, Nova Scotia. She is the founding Academic Director of the Aboriginal Education Research Centre (AERC) at the University of Saskatchewan and founding board member for the Canadian Council on Learning. She is a graduate of a number of universities including the University of Maine, Harvard and Stanford. Her research interests are heavily tied to initiating institutional change in the decolonization of education, in particular humanities, language and social justice, and postcolonial educational approaches that recognize and affirm the political and cultural diversity of Canada.

In her recent scholarly book, *Decolonizing Education*, *Nourishing the Spirit Within*, Battiste eloquently conveys the impacts of European colonization in Canada on Aboriginal Canadians.

Drawing on her vast indigenous knowledge she invites educators to critically examine the false logic of racism and how Eurocentric ideology has created the ability to suppress and subordinate for its own good. She emphasizes the importance for educators to understand their position in relation to colonization and accept and be prepared to unpack privileges involved with whiteness, racism and Eurocentrism.

Her upcoming lecture, will focus on the scholarly values of Indigenous ways of knowing, which greatly contribute to humanity, equality, solidarity, tolerance and respect for all.

Dr. Battiste reminds us, "It is time to make a genuine effort in understanding the deep-rootedness of Aboriginal knowledge, language and culture as a powerful and sacred bond with the land, community and people."

Nourishing the Learning Spirit

OCTOBER 15 | 7PM

PRESIDENT'S LECTURE SERIES ON TEACHING AND LEARNING



Dr. Marie Battiste Mi'kmaw Scholar and Professor of Education, University of Saskatchewan

"Nourishing the Learning Spirit: Bringing Indigenous Knowledge into our Schools."

Dr. Battiste is the author of "Decolonizing Education: Nourishing the Learning Spirit" and is an internationally recognized scholar on indigenous knowledge and aboriginal education.

For further information 902-457-5528

Co-sponsored by the Centre for Teaching and Learning, Dalhousie University , Mi'kmaw Kina'watenway, and Mi'kmaw Friendship Centre. SPONSORED BY MOUNT SAINT VINCENT UNIVERSITY, WITH THE HELP OF THE CENTRE FOR TEACHING AND LEARNING, DALHOUSIE UNIVERSITY



October 15, 2015, At 7:00 p.m. Seton Academic Centre Auditorium A

Mount Saint Vincent University 166 Bedford Highway

www.msvu.ca



The 2015 NSTU Member Diary and the 2015 Provincial Professional Development Day Poster will be available in schools by mid-September.

If your school does not receive copies by September 14,

please contact the NSTU at 1-800-565-6788 or theteacher@nstu.ca



Nova Scotia Educational Leadership Consortium

The Artisan Teacher Conference

Featuring Dr. Mike Rutherford



August 11 and 12, 2015

Best Western Plus Dartmouth 15 Spectacle Lake Drive Dartmouth, NS (902) 463-2000

August 11 and 12, 2015

The NSELC, in partnership with the Rutherford Learning Group, is pleased to offer an exciting professional learning opportunity for P-12 teachers and educational leaders. The two day conference will focus on strategies for high performance teaching that enhance student learning. Participants will be introduced to patterns of skillful instruction. They will become familiar with the 23 themes of teaching that enable teachers to create classrooms with high levels of student engagement, effort, clarity, thinking, performance and success. Conference participants will recognize the themes in their own teaching, determine their skills and strengths, and enhance their practice.



Dr. Mike Rutherford, educator, author, speaker, and creator of the Skillful Observation Coaching Laboratory program and The Artisan Teacher multi-media series is recognized as a leading international authority on adult learning, professional leadership, instructional coaching, and teacher efficacy.

Dr. Rutherford's work with administrators enrolled in the Nova Scotia Instructional Leadership Academy has illustrated the impact that the themes of the Artisan Teacher have had on leadership that supports best practices in instruction and assessment. The Artisan Teacher Conference offers an opportunity for teachers in Nova Scotia to learn from Mike's dynamic research-based work.

Register at www.nselc.ca

When booking at the Best Western Plus Dartmouth, reference the NSELC Artisan Teacher Conference to get the preferred room rate.

(902) 463-2000



REGISTRATION FEE

\$470.00 (plus HST) = \$540.50 Includes :

conference materials, lunch each day, nutrition breaks, and

a copy of The Artisan Teacher: A Field Guide to Skillful Teaching

CONFERENCE AGENDA

Day One Registration: 7:30-8:45 AM

Day One Workshop: 8:45 AM - 3:30 PM

Day Two Workshop: 8:45 AM - 3:30 PM

Contact—nselc@nselc.ca or (902) 422-3270



pdate

CAREpath Cancer Assistance Program — Questions & Answers

In March of 2014 the Nova Scotia Teachers Union Group Insurance Trustees introduced the CAREpath Cancer Assistance Program for all active and retired NSTU members and their families. The Trustees continue to communicate and remind members of this excellent program. Outlined below is a Q & A session with Anita McGowan, Director of Nursing Services at CAREpath on the services of CAREpath and how they are delivered:

What does CAREpath offer you and your family that regular hospitals and clinics don't?

CAREpath is a service designed to complement what regular hospitals and clinics offer. CAREpath nurses provide answers to NSTU members and their immediate family members' questions, suggestions on what to ask the treating physicians, and emotional support.

How is CAREpath different from other places?

The CAREpath service is delivered through scheduled telephone calls with a personal oncology nurse assigned to you. It is available from time of diagnosis through the end of active treatment.

When should I turn to CAREpath and why?

The best time for you to contact CAREpath is right after a diagnosis. At that time, CAREpath can provide input on tests, results and guidance with next steps, help in determining best treatment for the individual. At that time, CAREpath can provide input on tests, results and guidance with next steps, and help determine best treatment for the individual.

What resources are available for NSTU families caring for someone with cancer?

The CAREpath nurse will help/encourage the cancer patient to involve the family. With the patient's permission, the nurse can speak with family members to provide answers, guidance and support.

Does CAREpath specialize in any specific types of cancer?

CAREpath covers all types and stages of cancer.

How do CAREpath nurses help those diagnosed with cancer?

CAREpath nurses have the knowledge and experience to be able to advocate for you and your family, as well as to help explain the next steps and offer exact details of what you should be doing moving forward. Many of our nurses have worked in the oncology care system for more than 20 years.

What exactly happens when a client makes that first call to CAREpath?

Following an initial call to the CAREpath, the CAREpath coordinator will respond, usually the same day. She will gather your contact information and send out forms. Once the forms are returned, a nurse will be assigned and will contact you. This usually occurs in one to two business days.

SUCCESS STORY

Mrs. S is a 49 year old busy mother of two teenagers who was diagnosed with Breast Cancer. This busy mom gave 100% to her family and her work, making sure everyone was happy and healthy. After her initial diagnosis and shock, she began moving forward with her prescribed treatment plan. At this time, she contacted CAREpath for more information and guidance. She was put in touch with a Certified Oncology Nurse and her journey to recovery began.

Throughout her surgery, chemotherapy and radiation treatment, with the help of her CAREpath nurse, she came to the realization that she should think of herself more and not be afraid to ask for help from her family and friends. She defines it as "taking my power back." She began to focus on her health with exercising, healthier eating and journaling. Mrs. S has since finished all her treatments and is planning to return to work soon. She now lives a full life, making sure to take care of her needs and feels that her family is better for it as she is a happier and more relaxed.

In the words of Mrs. S: "I'm thankful to CAREpath for helping me through what was a really difficult time. You guided me and supported me and did everything you could do to address my cancer from every possible direction. It has been an amazing journey. It's helped me to prioritize what is important in my life and gave me peace of mind. I fully understand now that life is fragile and you have to look at things differently, savor the moments and learn from it. I feel like I am getting stronger every day. I have my life back and I feel that I am healthier physically, emotionally and spiritually."

The NSTU Trustees hope that this information helps clarify the services CAREpath can offer members and their families.

Contacting CAREpath

There are three ways to contact CAREpath and learn more about their services. They can be contacted by telephone at 1-866-883-5956, on line at www.carepath.ca and through e-mail at info@carepath.ca.

If you have any questions please contact: Joan Ling at **jling@staff.nstu.ca**, 902-477-5621 (local), 1-800-565-6788 (toll-free), or Allan MacLean at **amaclean@staff.nstu.ca**, 902-477-5621 (local), 1-800-565-6788 (toll-free).



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resources

media Digital Resources LIBRARY @LRTS

Teachers

The Media Library is the place to go for all your curriculum video needs! We provide you with access to over 10,000 online videos to stream or download and have a collection of over 5,000 educational videos and DVDs that support Grades P to 12 in all subject areas of the Nova Scotia curriculum.

Everything is accessible from the EduPortal (https://edapps.ednet.ns.ca/eduportal/) or visit our website directly at http://medialibrary.ednet.ns.ca to access these and other digital classroom resources!

Teacher Professional Development Videos from the Media Library!!

The following videos are available for streaming and/or downloading from our website without a username or password:

Webinars

http://dvl.ednet.ns.ca/lrts-webinar-series

The place to find all of our recent webinars from mathematics assessments to writing meaningful reports cards to demonstrations of online resources, this is your one-stopshop for webinars you may have missed or want to watch again.

Math Makes Sense Digital Resources Tutorials http://dvl.ednet.ns.ca/math-makes-sense-digital-resources-tutorials

These six short videos give an introduction to the eText bookshelf and provides an overview of navigation and features of eText for both teachers and students. It also demonstrates some of the features of the digital teacher guide ProGuide.

Profiles in Cultural Industries

http://dvl.ednet.ns.ca/profiles-cultural-industries

These six videos profile the artistic and entrepreneurial journeys of six successful Nova Scotia artists: Raven Davis, Carol Beaton, Caitlyn Purcell, Ingram Barss, Marko Simmonds, and Tom Easley.

The following videos are available for streaming and/or downloading through Learn360 and require you to log into the EduPortal before clicking on the links below:

Bullying Prevention Webinar Series

http://www.learn360.com/Search.aspx?Series=26809532&lid=16488891

This four-part bullying prevention webinar begins by defining bullying and cyberbullying, briefly describing how to prevent and address them, and looks at what teachers and schools are already doing. It then expands its focus to creating a positive school climate and a sense of community through relationships, cultural proficiency, social and emotional skills, and social justice. It continues by looking at the dynamics of bullying behaviour and concludes with concrete steps educators can take to address bullying behaviours in their classrooms.

Four Feet Up

http://www.learn360.com/ShowVideo.aspx?ID=1086354&IPK=39215161

This film is an intimate portrayal of child poverty that invites the viewer into the lives of one determined family to overcome a legacy of stereotypes and dysfunction associated with poverty and to provide. Eight year old Isaiah lives in Nova Scotia and already knows that he's been categorized as "less fortunate." His short life has seen more than his share of social workers, food banks and police interventions. As the film unfolds, we are also presented with the filmmaker's own feelings about the responsibilities of Canadians to raise all children as our best investment in the nation's future. It is a perspective not often seen and one that leaves the viewer with a greater appreciation as well as reflecting on their own beliefs, priorities and prejudices towards those struggling with poverty.

The Storytelling Class

http://www.learn360.com/ShowVideo.aspx?ID=1070555&IPK=39215161

This powerful film profiles Winnipeg teacher Marc Kuly and his after-school storytelling project that drew students from highly divergent backgrounds in an inner city high school, many of whom arrived as refugees from various war torn areas of the world. This is not a "how-to" film regarding teaching the art of storytelling, but rather it is an evocative demonstration of how a particular teacher got a diverse group of students to tell important stories from their own lives, build bridges of friendship and understanding across cultures and histories and finally find the commonality that had been eluding them.



Hants West Local 25 years service recognition



From left to right: Greg Wile, Avon View High, Hants West Local Recipient 25 years, Shelley Morse, NSTU president, and Tami Cox Jardine, Hants West Local president.



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Classified rates are \$2.00 for the first 15 words and 25¢ per additional word upon presentation of a professional or NSCC Employee number. Non-members pay \$6.00 for the first 15 words and 25¢ per additional word.

To book, call Sonia Matheson at 1-800-565-6788 or email theteacher@nstu.ca

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DESTINATION WEDDINGS - Is a Destination Wedding and exotic honeymoon with family and friends something someone close to you has dreamed about? Savings can be as much as 70% less than an at-home wedding. AlmonTravel (www.almontravel.ca) has experience working with 115 couples from across Canada. Contact Danny at danny@almontravel.ca or 902-431-4932 or 855-902-4937.

GERMANY, SWITZERLAND & AUSTRIA WITH AN **EXTENSION TO BUDAPEST TRIP- EARLY JULY 2016**

- Teachers, relatives and friends are invited to join an AMAZING trip of a lifetime! AMAZING places with warm hospitality, fabulous food, breath-taking scenery and a wonderful group of like-minded adults to travel with. For information contact Sarah/Wally Fiander (TCRSB teachers) at slfiander@nstu.ca ltineraries available.

IRELAND, SCOTLAND, WALES AND ENGLAND TRIP -**EARLY AUGUST 2016** - Teachers, relatives and friends are invited to join these AMAZING trips! Castles, the Highlands, Irish countryside and the Blarney Stone are just a fraction of what we will see and do. For information contact Sarah/Wally Fiander (TCRSB teachers) at slfiander@nstu.ca. Itineraries available.

SEASIDE COTTAGE FOR RENT ON THE BEACH - Twobedroom, all-furnished, BBQ and Kayak (double). In Caissie Cape on the Northumberland Strait. Near convenience store and 25-minutes from Moncton. \$750 week. mariebelliveau@gmail.com 902-221-

SECLUDED BEACHFRONT HOME IN PEI - A quality winterized home with two beds and baths, a painter's studio, a writer's den with an open concept finished with knotty pine floors and ceiling. The property is on a secluded point of land at the end of John Alex Lane, Point Prim. The property is sheltered within a mature stand of trees. Go to www.creativedigitalrealms.com for videos and picture gallery. Email edd@eddtwohig. ca or phone at 902-691-2866.

FOR RENT - Delightful two-bedroom cottage on Lake Paul, Aylesford, NS. Step out the door and play in the lake. Large deck, fire pit, wifi. Available from July 18 to August 29. Rent by the week or for extended stays. Contact: 902-847-1680 or email skye@nstu.ca

FOR RENT - Two-bedroom vacation rental condo, few steps from largest medicinal spa complex in Hungary (www.hungarospa.hu) available throughout the year weekly or monthly. Contact NS teacher allenkatalin@ amail.com

FOR RENT - Florida Condominium for rent fall 2015 in Estero (near Naples) - Owned by Halifax couple. Beautiful community includes pools, golf, tennis, nearby beaches and shopping. Tropical climate. Enjoy great Florida weather at reduced rates during this quieter season. Email pmccallum@hfx.eastlink.ca

DARTMOUTH SHORT-TERM RENTAL - Furnished twobedroom, two-bathroom home on quite cul de sac in Brightwood area. Available mid-June until end of October. Utilities included in rent. For further details email *hollyj12@gmail.com*

FOR SALE - Lovely two-bedroom cottage on beautiful Lake Torment, East Dalhousie, NS. One hour 20 minutes from Halifax, 40 minutes from Bridgewater. One bath, five appliances, year round, 175 ft waterfront. Fully, tastefully furnished, laminate, ceramic tile throughout, full walkout basement. Email: jta71588@gmail.com. Pics available. \$214,000.

REGISTERED MASSAGE THERAPY - I've moved to a new location! CHRIS BAGNELL, RMT is now located at SPA SOLUTIONS, 657 Portland Street, Dartmouth, 902-469-4772. Teachers are entitled to 20 massages/ year per family member with Blue Cross. Excellent for relieving stress, anxiety, muscle tension, fibromyalgia, improving sleep. 10+ years exp. Contact CHRIS for an appointment, call **902-469-4772**.

SEEKING JOB SHARE PARTNER - Qualified resource teacher looking to job share 20% within the HRSB for 2015-16 school year. Presently job sharing. wartsila55@yahoo.ca

TEACHER EXCHANGE - Permanent elementary teacher with HRSB interested in an exchange with a permanent elementary teacher from CBVRSB for 2015-16 school year. Possible permanent exchange desired. If interested, contact diclark@nstu.ca

TEACHER EXCHANGE - Permanent elementary teacher with the HRSB interested in an exchange with a permanent teacher within the SRSB, preferably an hour or so commute from Cheticamp for the 2015-2016 year and a permanent exchange desired. Contact cogw@staff.ednet.ns.ca

TEACHER EXCHANGE - I am looking for a Secondary Teacher in the Chignecto-Central Regional School Board to do a teacher exchange with a Secondary Teacher from the Halifax Regional School Board for the 2015-2016 school year. If you are interested, or know someone who is looking for this exchange, please contact me at gsinclair@hrsb.ca

NOTICES

Teacher Perception Survey Consent Form

Public school teachers in Nova Scotia are invited to participate in a research study Teacher Perception Survey, conducted by Angela Moon under the direction of Dr. Lee Gunderson of the Department of Language and Literacy Education at University of British Columbia.

The purpose of this research study is to gain insight into teachers' perception of the relationship between home/ community and schools. If you agree to take part in this study, you will be asked to complete an online survey/ questionnaire. This survey/questionnaire will ask about your perceptions of these home/school and community/ school relations and it will take you approximately 20 minutes to complete.

Participants will not directly benefit from this research; however, the researchers hope participation in the study may inform policy as well as future educational research.

The survey is hosted by FluidSurveys, stored on servers located in Canada, and is compliant with the B.C. Freedom of Information and Protection of Privacy Act. The survey or questionnaire does not ask for personal identifiers or any information that may be used to identify you. If you have questions about this project or if you have a research-related problem, please feel free to contact Dr. Lee Gunderson (604-822-8456 or lee. gunderson@ubc.ca) or Angela Moon (604-440-0399 or angela.moon@ubc.

To participate in the survey please use the following link: http://fluidsurveys. com/surveys/anmoon/teacherperception-survey/

Nova Scotia Teachers College

Are you a NSTC grad? Are you an Alumni Association member? Get (re) connected with your TC classmates and other grads. Join the Alumni Association!

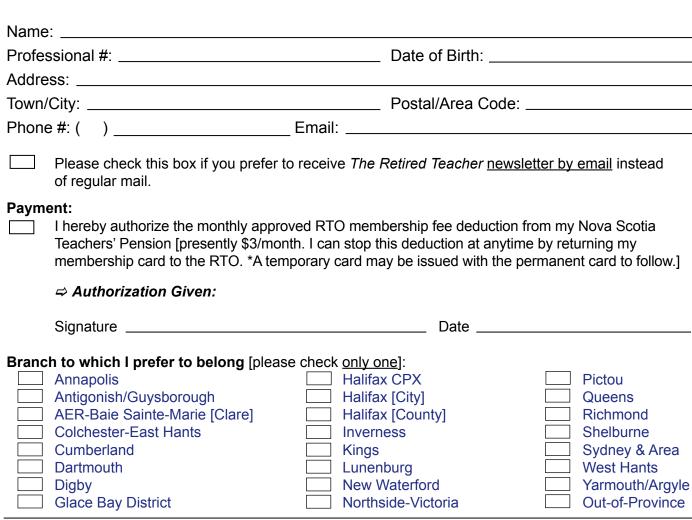
For more information: Email info@nsteacherscollege.ca; Website http://nsteacherscollege.ca; Twitter - @ NSTCAlumni; Facebook - http://on.fb. me/1yfveXO; Alumni Association of NSTC, P.O. Box 25005, Truro, N.S. B2N 7B8.



Retired Teachers Organization of the Nova Scotia Teachers Union www.rto.nstu.ca

MEMBERSHIP / AUTHORIZATION FORM

Member Information [please print, to be shared with Branch Presidents]:



Please return this form to: RTO/NSTU, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7

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